SAFETY Education

SEPTEMBER 1960

Two Sections • Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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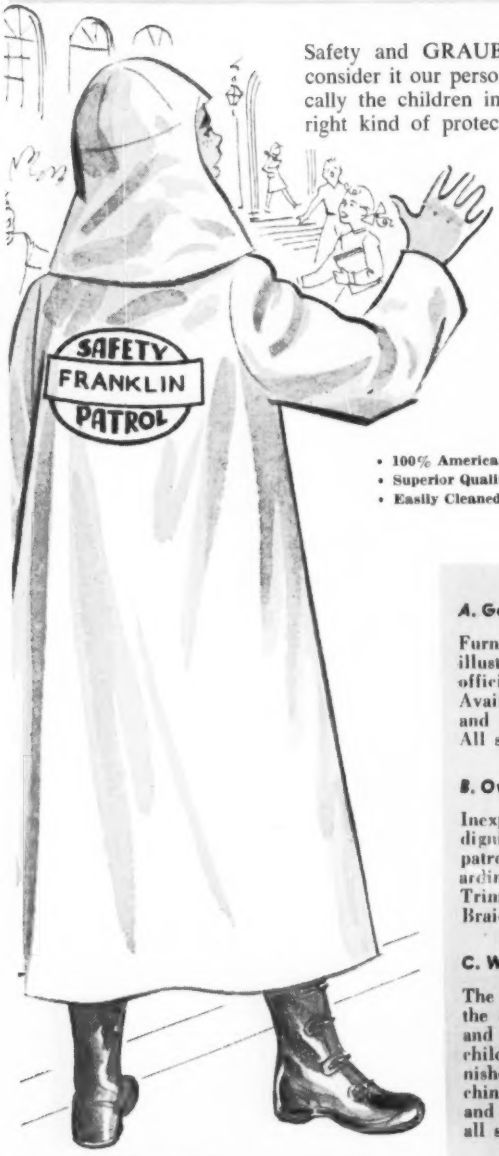

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SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS
Volume XL No. 1 September, 1960

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Mail Box

Classes for Teachers

East Lansing, Mich.—We have had inquiries from out-of-state people regarding our summer safety education courses. I'm sure these were engendered by the listing of the summer school courses in your May issue.

Leslie R. Silvernale
Michigan State University

Burlington, Vt.—A very fine service.

R. V. Phillips
University of Vermont

Morgantown, W. Va.—It's good to know that the Council again plans to publish a list of safety education courses which will be offered at various institutions of higher learning.

Charles Peter Yost
West Virginia University

Ed note: One listing of safety education courses for teachers appeared in our May issue. The list in this issue completes our survey of all courses offered throughout the year. Reprints are available.

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Bow business

Washington 6, D. C.—I noted with much interest the archery data sheet (May). While the NRA is not in the archery business by any means, we are interested in archery activity to the extent that it embraces bow hunting.

I am sure you will be interested in the fact that the Outdoor Education Project of the American Association for Health, Physical Education and Recreation is now in the process of putting together a school teacher's text on archery. It will contain a whole chapter on safety related to regular target shooting; to archery field games and to bow hunting.

Stanley A. Mate
National Rifle Association

Parents' role

Sacramento, Calif.—My compliments on the Elementary Section's statement, "Helping Schools Teach Your Sons and Daughters to Live Safely." (May) It is indeed well done. I am referring it to our National office for decision on ways we may use it effectively and will let you know the results.

Mrs. Mildred Bevil
National Congress of Parents and Teachers

Recognition granted

Baton Rouge, La.—I read your fine article, "Teen Traffic Safety Conferences." (April) While this is an excellent summary of youth safety activities for the past eight years, I am quite disappointed that you did not see fit to include the youth safety activities in Louisiana as well as some of the other southern states.

Since 1953 Louisiana has been quite active in providing opportunities for the youth of our state to participate in worthwhile safety activities. Since 1955 our youth have had the opportunity to engage in activities dealing with home, school, and farm safety in addition to traffic safety. Each year since 1953 we have held a state-wide youth safety conference during the summer.

Beginning with the 1956-57 school session, the organization of local chapters of the Louisiana Youth Safety Council was begun. These local chapters are organized in the high schools in order that the youth may have an opportunity to conduct worthwhile activities in their schools and communities. The work of these chapters is guided each year by the Council's Program of Action. Recognition of the work of these chapters is given through the Local Chapter Award Program with awards being presented to these chapters at the annual conferences.

It is my hope that in future editions of SAFETY EDUCATION that you will review the activities of this organization as well as some of the other fine youth safety groups in our southern states.

Hemby Morgan
La. Dept. of Education

Morton Grove, Ill.—I would like to commend you on your excellent article, "Rx for Safety" (April).

Alvin F. Friedman
Niles Township Safety Council

Manitowoc, Wis.—In your April issue you ran an article featuring school bus safety. This article concerns a story about Manitowoc. I am the driver pictured in this article and am also the regular driver of the bus. Perhaps unknown to you, I helped set up this program as I have set up many other safety programs in this area on school bus safety. I was loaned this magazine temporarily by one of the teachers, but would like my own copy.

Joe Jarosh, Jr.

Announcing

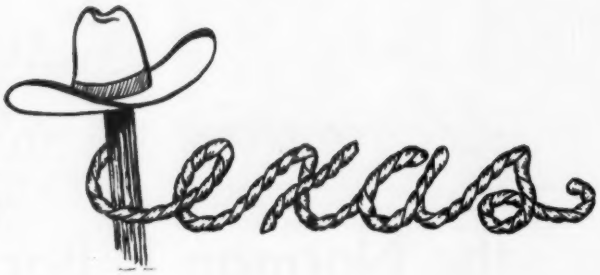
the Norman E. Borgerson $50 Award

for safety education supervisors

The safety education supervisor who writes the best article for SAFETY EDUCATION will be awarded a $50 bond. The award will be offered yearly for five years and is open to anyone who has responsibilities for safety in his school or school district. Judges will select the winning article on the basis of content, form and contributions to the field. Articles should not exceed 1,000 words and may be submitted any time before Dec. 31, 1960 to the editor. The School and College Department has named the award in honor of its donor—Norman E. Borgerson.

Upon his retirement from the Michigan Department of Public Instruction, Borgerson expressed his desire to honor outstanding efforts of safety education supervisors. Long an active leader in National Safety Council work, Borgerson donated this fund for winning authors. The award article will be published in May.

Tall Tales in Texas



TALL Texas tales these days include one about how all the state's school children spent a whole week learning about traffic safety. Yet, this tale is true—and understated!

Lone Star students from the first through the twelfth grades studied and talked traffic during late September last year. They're doing it again this year essentially the same. Each day of the week centered around a specific theme, with activities graded according to ability. The week served as the kick-off for on-going safety work throughout the school year.

Texas School Traffic Safety Week was the brainchild of Gov. Price Daniel and the project of the Governor's Highway Safety Committee, the Texas Education Agency, the Texas Department of Public Safety and the Texas Safety Association. It was the first safety program directed specifically to classroom teachers and was entirely voluntary. Teachers or principals had to request information and study schedules. Out of 64,000 classrooms, more than 33,000 participated.

Materials provided by the above groups were organized in a file folder — a convenient reminder and ready source for teachers' use all year long. Included in the folder were: a schedule outlining suggested daily activities for each grade level; possible projects for special interest classes, such as, driver education, science, biology, chemistry, physics, and home economics; official statements from each sponsoring agency; statistics, slogans and a traffic check list to reproduce for students to go over with their family.

Our "second largest" state's first largest school project was set underway with a proclamation from Governor Daniel. Thrilled by this official statement to them, the students were impressed by the vastness of their program and gained enthusiasm by identifying with this all-state movement. Teachers reported mounting interest as students realized that they as well as most Texas children were all learning about pedestrian safety on Monday. Tuesday everyone discussed state and city traffic laws. Wednesday found classes talking about vehicles of school transportation, while on Thursday, the automobile and the driver were the topics for study. The final day was devoted to the President's Highway Safety Action Program. Discussions and activities suggested by the Texas Education Agency were arranged to supplement regular class curricula.

As examples of the kinds of study projects carried on during the week, let's take one day —Monday when pedestrian safety was the topic—and briefly outline a few of the activities carried on in each grade.

First grade

Each child learns his own name, father's name, address and phone number in case he gets lost or is in an accident. Dramatization: one child acts as policeman; others pretend they are lost and give above information.

Write on blackboard: "What happens when one does not observe a traffic sign when crossing streets?" Each child draws a picture to illustrate.

Develop the concept of "pedestrian" in group discussion.

Discuss safest routes to school for each child.

Second grade

Plan a nature walk, listing safe practices and laws in crossing streets.

Take a nature walk and practice what was discussed.

After walk, summarize safety understandings on a safety chart to serve as criteria for every day practice.

Third grade

Plan an excursion to a park or library, discussing safest route and why.

Discuss and list safety rules or laws for pedestrians.

Lone Star students spurred traffic safety studies by devoting a week to learning experiences for safe pedestrians and passengers.

Invite a school patrol to discuss his work and how children can help him.

Fourth grade

Appoint a safety committee to plan the group activities for the week in keeping with daily themes.

Observe and be able to report on safe habits of pedestrians including self.

Plan on-going activities, such as charts, programs, safety checks.

Fifth grade

During preceding week, have a class representative invite the safety patrol captain to discuss patrol's responsibilities and how one may become a patrol member.

Show safety film on safe pedestrian practices and discuss.

Chart rules to help children develop these safe practices.

Sixth grade

Through class discussion, develop week's study plan integrating traffic safety into different areas. Include citizenship responsibilities. Select committees to plan each day's program.

Organize a school safety council with each class represented.

Discuss and develop list of characteristics needed to be patrol members.

Study laws protecting pedestrians and post these throughout the building.

Seventh through twelfth grades

In Science

Discuss effects of weather on road surface conditions which could endanger pedestrian.

Talk about reflection of light colored clothing at night.

In Biology

Discuss preoccupation as a hazard in crossing streets.

In Chemistry

Discuss and show chemical tests to determine drunkenness.

In Physics

Discuss reaction time and braking distance as factors in pedestrian hazards. Include variances in weather and road conditions.

Work out mathematical problems showing relationship of speed to stopping distances.

In Homemaking

List and distribute safe walking rules.

Write and present a skit on pedestrian do's and don'ts.

Do a socio-drama for other classes showing how a family in various stages of emotion crosses a street—discuss hazards with audience.

Write news stories for school or city paper.

In Driver Education

Prepare a list of pedestrian laws and distribute copies to all teachers to discuss in class.

Specific suggestions for class study were provided for each day slanted toward the day's theme. Certainly not all teachers carried out all of the projects. But many classrooms did many of the programs. And those not covered during this one week remained as future program challenges for the school year●

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

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OUR RECORD 60 YEARS

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129 West Hubbard, corner La Salle, Chicago 10, Ill.

Youngsters explore the exciting new world of magnets in elementary class.— Photo: *Georgia Education Journal.*

Scientists Age Seven

by Joe Zafforoni

THE success or failure of safety education depends upon the behavior of its learners. Safety is a form of behavior which can be developed. But this takes time and much effort.

Parents and educators can teach a great deal through their own behavior. Attitude and forms of behavior are contagious. Small children reflect the attitudes and behavior of the adults about them, and this might well be the starting point to develop habits of behavior consistent with safety.

The environment changes

It is difficult to anticipate what challenges the environment of the future will hold for today's children. New inventions and new discoveries eliminate some hazards, but also create new ones. This makes it rather fruitless to develop a fixed code of conduct in safety instruction. However, we could place more emphasis upon scientific principles which are basic to safe conduct. Scientific habits of thought and action lead to the development of resourceful, responsible behavior basic to the practice of safety.

This paragraph appeared in a newspaper article about an automobile accident:

"Speed continues to be the most often reported factor in these accidents. And speeding is the most common violation among drivers under 20 years of age."

Speed is something relatively new to our society. Young children are speed-minded. Just examine their toys. They are growing up with all sorts of gadgets which emphasize the element of speed. How can adults help children use speed in a resourceful, responsible manner and make them aware of the consequences when speed is used carelessly and impulsively?

Children need to learn to anticipate the consequences of impulsive behavior. Interaction which involves good give and take discussions can be most productive in helping children grow in responsibleness. Many opportunities occur in teaching-learning situations which can involve the necessity of observing safety principles. Safety in using speed, fire, glass, electricity, explosives are only a few specific situations which require the use of principles of safety.

Science Series

Joe Zafforoni is assistant professor, Teachers College, University of Nebraska, Lincoln, Nebr.

Opportunity knocks each time you hold a science class! Helping your children develop an understanding of safety principles can be the easiest thing in the world—when you show and tell in the natural setting of science class experiments.

The study of science can provide many avenues for the development of principles of safety with children. The use of fire is but one avenue in science which contributes to building habits of safety. Children of the primary grades sometimes are unsure of themselves as they experiment with fire. In the past this has been an "off-limit" experience. Thus they can benefit greatly from the following experience under the guidance of a teacher. Learning to be careful when using fire is in keeping with developing responsibleness.

A teacher did this:

These primary children were studying about air. The question *Does fire need air to burn?* was printed on the blackboard. The following materials were used:

4 birthday candles
4 three-inch squares of cardboard
3 different-sized mason jars
1 lamp chimney

The teacher asked the children how they might place the candles on the cardboard. Discussion was stimulated. The use of fire was involved. Children talked about the necessity of taking safety measures when melting the candles and then lighting them. Safety measures were observed as the table was cleared. Water was made available in case of an accident. The children were becoming safety conscious at this precise moment. Safety appeared purposeful to these children. They were experiencing rules of safety with fire. They had discussed the consequences of compulsive, irresponsible behavior when using fire.

Further plans developed:

1. Place the candles on the cardboard
2. Line the candles in a row
3. Light each candle
4. At the same time place each jar and the lamp chimney over the burning candles
5. What happens?

Many situations of a similar nature are encountered each day as a teacher makes plans for science with children. This teacher found this experience an excellent opportunity for her children to practice and test their sensitivity to measure of safety.

Safety measures should be observed and practiced during science time. This can be a natural time for developing principles of safety. Experiencing safety in real situations seems to be more fruitful than mere talk-about sessions and the poster-making kind of activities. Practicing safety can become a vital factor in such an environment●

Wanted: Experiments

Won't you share your science experiments with educators over the country? SAFETY EDUCATION plans to print an experiment or demonstration which has accident prevention teachings in each issue this year. Write us one or two typed pages of a scientific experiment you use in your elementary, secondary or college classes. Include a short discussion of how your experiment also demonstrates safety principles.

Deadline Set for 90% Award

SCHOOL systems with 90 per cent of their schools on the National School Safety Honor Roll will be recognized by receiving the "90 per cent Award."

The purposes of this award are: to stimulate and provide guide lines for good safety education, to further encourage school participation in safety education programs, to encourage the reduction of, and even the complete elimination of, the numerous accidents that endanger the lives of school children; and to honor school systems displaying excellent safety education programs in their individual schools.

If your school system merits this award, contact the School and College Department, National Safety Council, for an application blank and complete information on how to apply. Applications must be received by October 31.●

McFarlin Retires

Ray N. McFarlin, supervisor of safety education, has retired after 42 years with the Cleveland (Ohio) public schools. McFarlin is a charter member of the NSC safety education supervisors section.

A teacher of industrial arts for 27 years, McFarlin was formerly head of that department at Lincoln High School in Cleveland before joining the board of education.

A member of the National Safety Council, he also served on the Presidents Conference on Fire Prevention, Presidents Highway Conference, Congress Evaluating Committee for National Driver Education and Training, and the National Education Association safety division. In addition, he served as secretary, Schools Safety Committee, Cleveland Safety Council.

John Hill Honored by Service Plaque

CHAIRMAN of the advisory committee for SAFETY EDUCATION was honored last spring by the Texas Safety Association. John Hill, personnel insurance and safety director, Texas A & M College, received the Distinguished Service Award, which states, "in recognition of your outstanding personal interest and efforts in the field of safety, a contribution to the welfare of the people of Texas in 1959."

In presenting the award, J. U. Parker, award chairman and chief safety engineer of Humble Oil Co., said, "If John had done nothing else than arrange three college and university safety conferences for Texas, he would merit this award."

Coming in October

HERE'S a sneak preview of what's ahead for SAFETY EDUCATION in the October issue:

- Detailed suggestions on how teachers can help youngsters gain an understanding of safety.
- Annual listing of the National School Safety Honor Roll.
- The vague areas in the problems of liability and negligence in injury claims against schools are clarified in layman's language.
- Report of a 10 year study on pupil-pedestrians in Los Angeles.
- Two physicians and a coach talk about accident prevention techniques in organized football; you can pick up hints for your students of all ages.
- Round-up of college safety activities and projects sponsored by the Circle K clubs over the country.
- Safety education data sheet on safe use of matches.
- Two fire prevention articles: one describes a safety unit which was correlated with National Letter Writing Week. A second outlines a successful drill program in which a different teacher handles the fire drills each month.
- Practical hints on how to teach expressway driving and its differences.

BULLETIN BOARD

Pre-school pedestrians

Starting-to-school days will be easier for the mothers of kindergarten children in Lakewood, Ohio. The reason? Traffic safety classes sponsored by the pre-school PTA. The youngsters attended classes and learned from a policeman the proper procedure for crossing at intersections with or without lights. Parents said, "The detective's nice manner and impressive badge made the five year olds more interested in what Mother had been trying to show him."

Sky high survey

A helicopter aided in a traffic safety survey recently in Los Angeles schools. Using this unique means of observing over all traffic problems, safety staff members determined needed protective measures. Sky high observers also noted the effects of safety education where students walked with care and confidence.

Forget only once

Having trouble getting students to wear safety glasses in shop classes? One teacher at Lane Tech in Chicago partly solved this problem. Each time a student "forgets" his glasses, he must write an essay blindfolded. As the teacher said, "The essay turns out pretty messy—and the student is impressed."

Lost: 40 shoes

Good training was illustrated recently in a news report of the safe evacuation of 20 kindergarten children from a school fire. The youngsters made their safe exit in 45 seconds—with 20 pair of kindergarten shoes left behind.

Two checks yearly

Semi-annual fire safety inspections and an annual inventory of all public schools in Illinois will begin in October. Mandatory for custodians and superintendents, the plan stresses the importance of good housekeeping as a primary factor in preventing school fires. Parochial schools are invited to participate. The semi-annual inspections will be completed within the first 10 days of October and February and the inventory within the first 10 days of October.

School loses injury suit

A sixth grade student hit in the face by a baseball bat received $66,750 in an injury suit against her school district and coach. The Kane County, Ill., girl suffered a fractured skull with permanent paralysis when the bat flew from her teacher's hands while he demonstrated batting techniques.

Bring your own light

Good advice for baby sitters: carry a flashlight. From the Rockford (Ill.) fire department comes a booklet on responsibilities of a baby sitter. It suggests carrying a flashlight because "there could be a power failure. Most homes have flashlights, but they seldom work, so yours would be a real welcome."

how schools and other agencies of society can

Work Together

in accident prevention and safety education

Cooperation Between Schools and Non-School Agencies Is Desirable

Boys and girls learn to become participating members in American democracy through experiencing, under school guidance, many of the activities, privileges and responsibilities of such a society. Close cooperation between the school and non-school agencies aids the schools in providing the type of experiences that help boys and girls to become the kind of men and women who participate intelligently as American citizens.

Safety is an area in which cooperation may prove mutually beneficial. The school of today accepts its responsibility for the safety of children and youth while they are under school jurisdiction and shares with the home and other community agencies the responsibility for teaching children and youth to live safely.

Types of Non-School Agencies and of Schools

Some of the non-school types of community agencies which have interests in safety are:

1. *Voluntary*—Safety councils, professional organizations and other groups concerned with a specific aspect of safety or with larger problems that involve safety.
2. *Governmental*—Police and fire departments, safety commissions, motor vehicle departments, departments of health, etc.
3. *Industrial*—Commercial groups concerned with the safe use of a manufactured item or with some other phase of the accident problem.

Such agencies work at all levels; some operate only at the national level, others only at the state level, and still others only at the local level.

Schools also are of different types. One classification is as public and non-public. Non-public includes those which are non-sectarian and those which are religiously oriented. Public schools are locally-run and differ in some degree from one place to another. Schools are also classified as to age level served. Thus, while there is a general framework of policies, procedures and legal responsibilities in which any school operates, there are also differences between schools.

Suitable Areas for Cooperative Action

In general there are five types of safety projects on which cooperative action by schools and non-school agencies is often advantageous:

1. Matters relating to the safety education of the pupils.
2. Matters relating to the safe condition of the school and environs.*
3. Matters relating to the safety and safe conduct of school children throughout the community.
4. Matters which involve the total community and which the school, as one of the community agencies, has a part.
5. Matters relating to public support for accident prevention and safety education in the schools.

Responsibilities of schools and non-school agencies will differ with each cooperative project. For example, in a project involving *teaching* for which the school has legal responsibility, the fire department may cooperate by furnishing statistical and other technical information. On the other hand in a project involving fire *inspection* for which the fire department has legal responsibility, the school can cooperate by pointing out various hazards arising from the age of the child using the building of which the fire department might not be aware.

Suggestions for Cooperative Action

In many communities, schools and non-school agencies are working cooperatively on safety. They meet together to study the problem, to explore, plan and work out solutions. They base their cooperative action upon joint acceptance of responsibility for actual conduct of project. The following suggestions for such cooperative action are based on the experience of these communities:

1. *Who initiates consideration of a cooperative project?*

**Environs include home to school routes, specifically school transportation.*

Any agency that recognizes an opportunity for a cooperative project should feel free to institute joint consideration and action. Such initiation is not necessarily limited to the agency having primary responsibility in a problem area. Before initiating any action, an attempt is made to discover if the apparent problem is a real problem and whether it has already been, or is being, solved.

2. *How early should the preliminary meeting be held?*

Time and energy will be saved if the meeting is held as soon as possible after the recognition of the problem and before any pat solutions are developed. If an agency goes into the meeting with a fully developed solution which it is determined to "sell," the advantages of cooperative action are lost.

3. *Who should be invited to the preliminary discussion?*

All interested agencies should be included in the preliminary discussions. For example, suppose a parents' group feels that a modern fire escape seems to be needed in a particular school. Among the agencies which certainly would need to be in on the discussion, in addition to the school official and the parents' organization, are the fire department, the local safety council and perhaps the attorney of the local government and the state fire marshal.

4. *What steps should the initiator take before the meeting?*

a. Carefully delineate the interest, responsibility, limitations and available resources of his own agency in regard to the problem.

b. Attempt to understand the interests, responsibilities and limitations of other agencies concerned with the problem.

5. *How can the program be implemented?*

The broad principles of cooperative action can be applied to safety education projects as follows:

a. Determine the objectives of the project.

b. Explore the relationship of each agency to the project.

c. Determine resources—financial and personnel—which each agency can contribute to the project.

d. Plan action and procedures most appropriate to carry out the project successfully.

e. Determine the role of each agency in implementing such action.

f. Plan for reporting and evaluating, both while the project is in progress and after its termination.

Values and Pitfalls in Co-Operative Action

Through interaction efforts of cooperating agencies gain vigor. Some of the values of cooperation of school and non-school agencies and some of the pitfalls that hinder such action are given below:

Worthwhile Values for Schools

1. *Up-to-date information may be secured*

Safety is a relatively new field. Information and research findings, in many cases, have not yet reached the text and reference books which are available to the schools. Further, in each community there are special problems and matters of purely local importance. The school can profit immeasurably from information that non-school agencies can make available if the information is presented in clear, concise form.

2. *Special resource materials may be made available*

It is not the place of non-school agencies to prepare teaching material. However, clearly presented resource materials can be useful to both teachers and pupils. For help in the preparation of such materials see, "Criteria for the Preparation of Safety Education Materials for Schools," available from the National Safety Council.

3. *Other special resources may be helpful*

Non-school agencies often have personnel, equipment or facilities which may be very helpful to teachers and pupils. A visit to a traffic court in session may be helpful to a social studies class; a demonstration by an electrician from a public utility may be invaluable to a science class.

4. *Experimentation may be possible*

In many instances funds available to schools allow for little or no experimentation and demonstration to improve curricular procedures. Non-school agencies sometimes find it possible to subsidize a project for a period of time to determine its potential. Sometimes this may be done as a direct grant, at others through a contribution of personnel, materials or equipment to such a project.

Worthwhile Values for Non-school Agencies

1. *The best learning opportunities are at school*

There is no better time or place than in the school for children to acquire worthwhile

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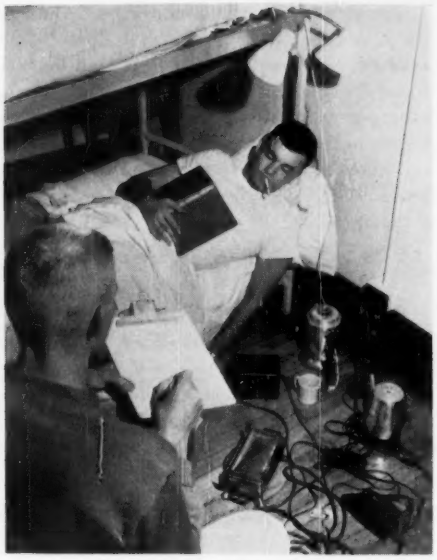
Sleuths Cover Campus-Front



"Taint necessarily so"—but many of these hazards were found in students' rooms during campus fire check.

STUDENTS turned inspectors to conduct a room by room check of every housing unit at Loras College, the all-male school in Dubuque, Iowa. Their trained eyes and determination didn't stop there, but continued through off-campus housing in their hunt for fire hazards.

The student sleuths' first fire safety inspection was staged last year at this time. Sparked by school and dormitory fires elsewhere, the student senate and the *Lorian,* college newspaper, focused the annual safety campaign on preventing fires and enlightening students on fire safety.

Planned and processed by the students themselves, the whole project was conceived when a student committee pondered over the question: what can we do that is within our reach and useful? The collegians studied campus fire safety materials and then called in the city fire officials to aid them in drawing up check sheets. One sheet contained technical questions for the firemen's use, while the second check list was for the student inspectors to fill in.

An inspection school, conducted by Lt. William Lynch of the Dubuque fire department, trained members of the senate and the *Lorian* staff for inspectors. Rooms were assigned to two-man teams, and the inspections were carried out at random, unusual hours. Living habits of 625 men in five dormitories with 300 rooms were surveyed.

Some of the findings included hazardous lamp cords and plugs, flammables exposed to hot light bulbs, dangerous hot plates, irons and coffee pots, and poorly located radios, close to flammables or in potential danger spots.

Shrewd inspectors checked for poor smoking habits by hunting for burns on tables and floors, noticing paper or cellophane in ash trays and citing inadequate trays and exposed extra matches. A surprising number of students had large quantities of matches in possible danger spots.

The old bugaboo, the "octopus plug," an outlet with more than four plugs in it or doubling up on two major appliances, was discovered in some rooms.

Besides physical checks, inspectors also asked each student occupant three questions: Where is the nearest hall fire alarm box? Where is the nearest city fire alarm box? and Where are the fire escape instructions posted in your first class tomorrow?

Lt. Lynch assisted in off-campus inspections, checking the dwelling while the student inspectors quizzed the students. Basement areas were checked for rubbish accumulations, wiring and stairway hazards.

Some hazards noted were improper handling of ashes and congested or unsafe storage and work areas. After each inspection, the teams left a carbon copy of their report with the occupants.

An evaluation committee tabulated and studied the inspection check lists. Findings were released for news stories and given to school officials for future use.

Loras has just completed installing an extensive fire alarm system. Each room and closet has an individual fire detecting device which rings into a central alarm in the building and directly into the city's fire alarm headquarters●

safety education data sheet no. 55 rev.

Motor Vehicle Speed

Statistics

1. Speed violations were reported as the cause in 37 per cent of the fatal motor vehicle accidents in the United States in 1959. No other single violation caused as large a proportion of accidents.

2. Speeding was involved in a larger percentage of rural fatal accidents than urban accidents. However, even in the cities, speeding was the most commonly reported violation.

3. Speed continues to be the factor most often reported in fatal accidents, and has increased in frequency slightly through the years: from 35 per cent in 1954 to 38 per cent in 1957, dropping to 37 per cent in 1958 and 1959.

Definition

4. Speeding cannot be defined as a speed in excess of any certain number of miles per hour. It has different legal meanings in various states and localities. But for accident prevention purposes, it can be defined as a speed in excess of that at which a motor vehicle can be operated safely, taking into consideration these factors:

a. the condition of the roadway
b. the condition of the motor vehicle
c. the condition of the driver
d. the weather and visibility
e. the amount and type of vehicular and pedestrian traffic.

Two-Fold Danger

5. Speed kills. It kills because it substantially increases the forces which, in an accident, turn useful transportation equipment into a mass of metal and glass weapons.

6. Speed probably increases the likelihood of having an accident. While speed may cause a few accidents involving skiddings or turning over on turns, its principal danger is the increased distance required to bring a vehicle to a stop.

Problem of Energy

7. Few persons realize the tremendous energy possessed by a motor vehicle proceeding at high speeds. This has been dramatized by hoisting an automobile 41½ feet in the air, about the height of a four-story building, and dropping it to the ground. The impact is the same as driving into a solid wall at 35 m.p.h. *turn page*

8. $E = \frac{1}{2} MV^2$ is the formula for determining the kinetic energy (E) of a moving object, where M is the mass of the object and V its speed. The result will be in foot-pounds when M is stated in slugs (pounds ÷ 32.2) and V in feet per second.

Problem of Stopping

9. Three processes are necessary in braking a motor vehicle to a stop. First, the driver must become aware of the necessity to stop. Second, nerves and muscles must react to translate that necessity into pressing the foot on the brake. Third, the brake must slow the car to a stop.

10. *Chart I* shows the distances involved in the last two steps at different speeds, assuming a fairly alert driver and a good, dry road surface. Note that when you double the speed, you double the distance traveled in the reaction time between seeing the danger and setting the brakes. This reaction time is fairly constant—about ¾ of a second on the average. In that fraction of a second, a car traveling 20 m.p.h. goes 22 feet, while a car going 40 m.p.h. goes 44 feet.

11. The distance traveled *after* the brakes are set increases as the square of speed increases. Double speed and you quadruple the braking distance. Triple the speed and the braking distance increases nine times. Average brakes will stop a car going 20 m.p.h. in about 47 feet, while they will not do the job in less than 149 feet at 40 m.p.h.

12. Let's assume that a highway is marked with yard lines, exactly as a football field is marked. Just as the driver crosses the first goal line at 50 m.p.h., he becomes aware of danger ahead. He will have passed the 18 yard line before he has tramped down on the brake. With average brakes he will travel past the mid-field stripe and past the far 40 yard line. With passable brakes, he will continue to roll to the 19 yard line. In other words, a car at 50 m.p.h. needs between 62 and 81 yards in which to stop, *on dry pavement with an alert driver and at least passable brakes.*

Condition of Roadway

13. The first variable affecting speed (see Par. 4) is the condition of the roadway. All braking distances above are for dry concrete. *Chart II* shows the typical braking distances at 20 m.p.h. under various pavement conditions. These figures, developed in extensive tests conducted by the National Safety Council over many years, do *not* include distance traveled during the driver's reaction time, which at this speed is 22 feet. A car without chains will travel farther after braking on glare ice at 20 m.p.h. than it would at 50 m.p.h. on dry con-

Chart I Motor Vehicle Stopping Distances

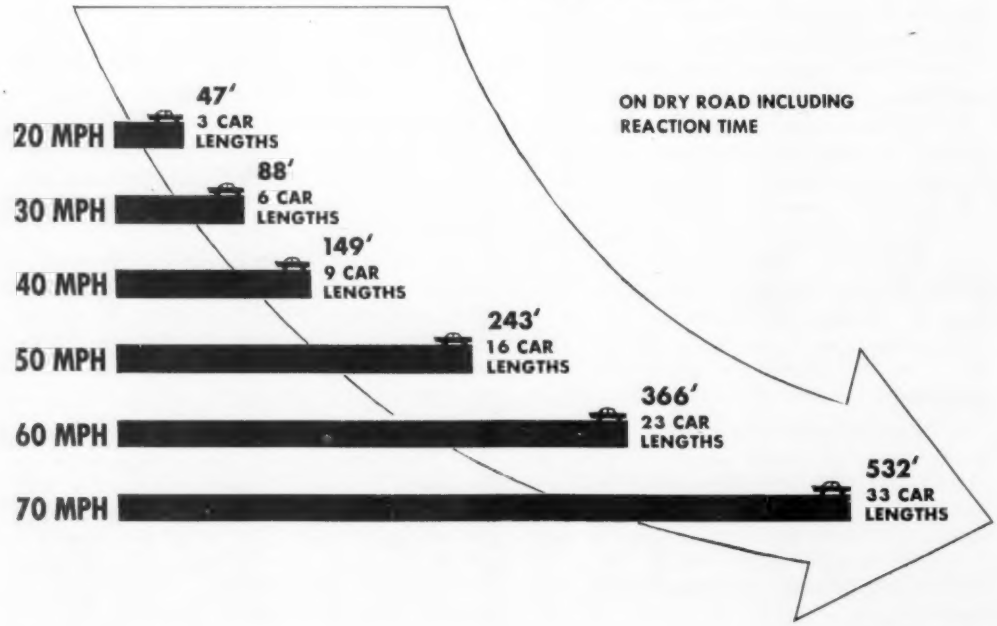
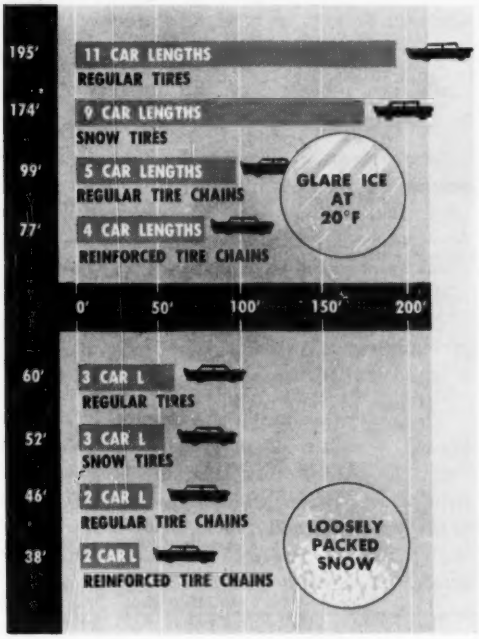


Chart II Stopping Distances on Ice, Snow



crete. Even if the car has chains or the ice has been sanded, it will travel farther while braking than a car at 40 m.p.h. on dry pavement.

14. Other roadway conditions which may affect braking distances are the grade up or down, the presence of loose gravel or mud on the surface and oil slicks.

15. Stopping distance is also affected by any visibility limitations from the nature of the roadway. Hills and curves are the commonest obstructions. Trees, houses and billboards which mask curves and intersections limit the driver's advance warning of danger.

Condition of the Motor Vehicle

16. The most obvious variable in car condition which affects stopping distance is the quality of the brakes. Most states have a legal requirement that brakes be capable of stopping the vehicle on dry pavement within 25 feet at 20 m.p.h. The best brakes will stop a car in about 17 or 18 feet at 20 m.p.h. The best brakes do not stay at top efficiency indefinitely, however, and excellent brakes may temporarily lose their braking power, particularly when wet.

17. Several conditions of the vehicle may affect the ability of the driver to see danger ahead and thus, in effect, increase stopping distance. Poor lights, a windshield that is dirty, wet or icy, anything in the load or car design that blocks view reduce the speed at which it is safe to drive.

Condition of the Driver

18. All stopping distances quoted are based on the assumption that the driver is reasonably alert, reasonably quick to react, reasonably well able to see and recognize traffic situations. Many conditions in the driver may substantially increase the stopping distance.

19. Some persons, for organic or psychological reasons, are handicapped in seeing and/or reacting to danger. Poor eyesight is one of the commonest problems—and poor eyesight may mean more than *weak* eyesight. Such conditions as tunnel vision (inability to see far to the sides when looking forward), poor judgment of distance and color blindness are typical of these. Tests on machines which reproduce driving situations have proved that there is a wide difference in reaction time. Certain major physical handicaps may also slow this time, though special automobiles have been designed for the handicapped.

20. Temporary conditions can substantially increase the reaction time of drivers who are normally quick and alert. Most common of these are fatigue and alcohol. The weary driver is slower to react than the rested one. The driver under the influence of alcohol is known to react more slowly than the non-drinking driver. But both conditions also create dangers —unrelated to the problem of reaction time and stopping distance—which are heightened by high speed. The tired driver could go to sleep at the wheel and lose control of his car so completely that he won't awake until the crash. The drinking driver can lose his judgment and attempt hazardous maneuvers he wouldn't normally undertake.

21. There are other conditions affecting the driver which may be either temporary or permanent. These are called attitudes. The driver who is angry is likely to drive angrily, crowding other drivers. The show-off (whether he be permanently a show-off or merely anxious to behave spectacularly to impress his companion of the moment) is also going to run his margin of safety very close. A driver with heavy worries probably is subject to absent-mindedness.

Weather Conditions

22. Weather influences the level at which speeds can be considered safe. Many of

weather's effects have already been noted in other connections.

23. Winter usually provides the worst conditions for high speed driving. Water, snow and ice on the pavement are commonplace and all increase the braking distance needed. Snow and ice on the windshield impair vision and may be severe enough to resist the action of the windshield wiper. And even if the windshield is clear, a heavy snowfall can substantially reduce visibility.

24. In other seasons, the principal weather factors influencing safe driving speed are fog and rain. Rain, particularly on certain types of road surfaces, greatly increases the braking distance, and both rain and fog impair visibility. In certain areas, high winds may produce dust storms that blot out all visibility very suddenly, with little or no warning.

25. The normal shift from day to night may not properly be considered a weather change, but it profoundly affects safe driving speeds. The best of headlights provide a poor substitute for daylight. In many states the law provides a lower legal speed limit at night than during the day, but in *all* states drivers should accept the fact that they should drive slower in darkness. Statistics on this poin' are dramatic. Chart III shows that a given number of miles driven at night produces from two to two and one-half times as many deaths as the same mileage driven during the day.

Amount and Type of Traffic

26. It is obvious to everyone that a large volume of traffic is bound to reduce safe driving speeds. To attempt to maintain high speeds in heavy traffic forces the driver to crowd others, to weave in and out almost constantly, and generally to increase hazards.

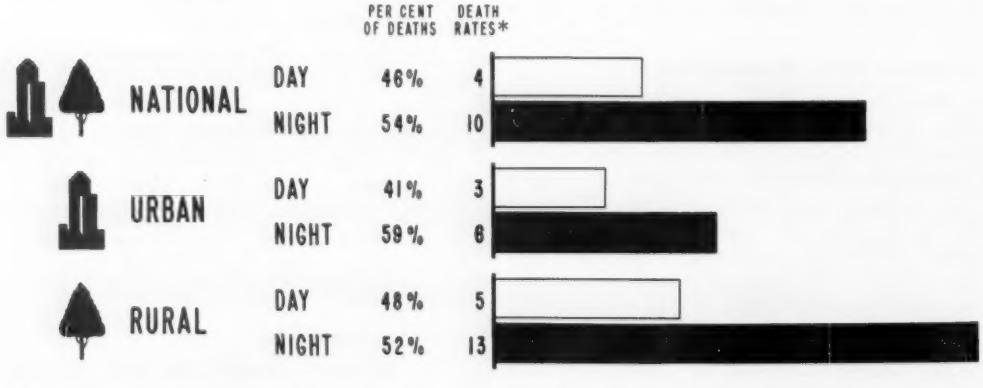
27. It may be less obvious that the type of traffic has a bearing on the question of what is a safe speed.

28. Perhaps the greatest limitations must be placed on speed where there is reason to expect pedestrian and bicycle traffic involving children. Near a school or in a residential area, the driver should realize that it is always a real possibility that a child will suddenly dart into the street —very likely from behind a parked car. A group of children playing alongside a street or road is a particularly strong warning signal.

29. Pedestrian traffic in general is a great hazard at times of poor visibility. National Safety Council studies have shown repeatedly that pedestrian deaths tend to pile up in the hours of dusk, and reach their peak in the winter months when dusk arrives during or before the evening rush hour.

30. Farm tractors and other vehicles present special problems. They often move very slowly in relation to other traffic and they can be expected to turn suddenly into a side lane which the oncoming driver may not realize is there. In a farming area, special caution is needed at dusk, since many farmers drive along the road on their way home from work, and many of their tractors have no or inadequate lights.

Chart III Night and Day Death Rates



* Deaths per 100,000,000 vehicle miles.

Determining a Safe Speed

31. The speed limit determined by the state or city for any particular stretch of road should be considered the maximum safe speed under ideal conditions. It will often be necessary to reduce speed well below the legal limit to maintain safety. In some states no stated limit is given; each driver is responsible for determining what is a safe speed. In some of these, a prima facie speed limit is posted as the maximum safe speed.

32. There are times when 20 miles an hour is reckless speeding, in the most direct, practical terms. You may never be arrested for speeding at 20 m.p.h, but you may kill or be killed. On the other hand, on some roads in some states, speeds of 60 m.p.h. may be entirely legal when conditions are good.

33. No exact standards can be set for the proper speeds under the various ranges or conditions encountered in driving. The responsibility is left with the driver to calculate the speed which, in a given situation, will permit him to stop short of unexpected danger.

Futility of Excessive Speeds

34. Various studies have demonstrated that gains in time on a trip by increasing speed are far less than might be expected. In heavy city traffic, where high speeds require frequent quick braking for traffic conditions or signals, gains are particularly small. But even on the open highway, the driver whose speed is greater than that of the average driver is constantly forced to reduce speed for a variety of reasons. It is not at all uncommon for a 40 m.p.h. driver to overtake at the next traffic signal a car which sometime before whizzed past him at 60 m.p.h.

35. However, the basic futility of excessive speed lies in the fact that it is hazardous. The delays caused by a single accident may outweigh all the small savings of time in 100 excessive-speed trips—and the delay is all too often a permanent end to a driving career.

36. Finally, driving at an excessive speed is bad citizenship, because it violates our democratically arrived-at laws.

Safety Education Data Sheets available are:

#429.04-
-19 Alcohol and Traffic Accidents
-78 Amateur Electricians, Safety for
-26 Animals, Domestic
-37 Animals in the Classroom
-94 Archery, Safety in
-57 Auto Shop (Rev.), Safety in the
-66 Baby Sitting (Rev.)
-49 Bathroom Hazards
- 1 Bicycles
-18 Camping
-14 Chemicals
-59 Chemistry Laboratory, Safety in the High School
-86 Cigarette Fire Hazards
-80 Counselors and Helpers in Summer Camps
- 6 Cutting Implements
-68 "Do It Yourself," Safety in
- 9 Electric Equipment
-87 Electrical Shop, Safety in the (Rev.)
-34 Electrical Storms, Safe Conduct in
- 5 Falls (Rev.)
-60 Farm Mechanics Shop (Rev.), Safety in the
- 3 Firearms
-25 Fireworks and Blasting Caps (Rev.)
-44 Fishing, Hook and Line
-12 Flammable Liquids in the Home
-61 Floors in the Home
-20 Gas, Cooking and Illuminating
-50 General Metals Shop, Safety in the
-64 Graphic Arts Shop, Safety in the
-81 Gun Clubs: Their Organization and Activities
-22 Gymnasium (Rev.), Safety in the
-52 Highway Driving, Rules, Precautions
-43 Hiking and Climbing

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-91 Home Lighting
-41 Home Workshops
-42 Horseback Riding
-62 Iceboxes and Refrigerators, Hazards of Discarded
-79 Industrial and Vocational Education Programs, Coordinating Safety in
-70 Kites and Model Airplanes, Safety with
-23 Laboratory Glassware
- 7 Lifting, Carrying and Lowering
-53 Machine Shop (Rev.), Safety in the
- 2 Matches
-36 Motor-Driven Cycles
-55 Motor-Vehicle Speed (Rev.)
-31 Night Driving
-16 Nonelectric Household Equipment
-82 Office Safety
-65 Part-Time Jobs: Food Handling, Safety in
-13 Passenger Safety in Public Carriers
-10 Pedestrian Safety
-92 Pesticides, Safe Use of
-29 Play Areas
-69 Playground Apparatus
-74 Playground Surfacing
- 8 Poisonous Plants (Rev.)
-35 Poisonous Reptiles
-21 Poisons, Solid and Liquid
-93 Promoting Safety Through School Newspapers
-24 Public Assembly, Places of
-51 Pupil Excursions, Safety in
-38 Railroad Trespassing
-11 School Buses—Administrative Problems (Rev.)

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-63 School Bus Safety: Educating Pupil Passengers
-73 School Bus Safety: Operating Practices
-67 School Dramatic Productions
-47 School Fires (Rev.)
-85 School Lunch Room, Safety in the
-40 School Parties
-83 Sheet Metal Shop, Safety in the
-17 Sidewalk Vehicles
-84 Skiing Safety
-28 Small Craft
-71 Sports: Baseball, Safety in
-77 Sports: Basketball, Safety in
-72 Sports: Football, Safety in
-75 Sports: General Practices, Safety in
-54 Summer Jobs: laborers, home yard, service-stations
-45 Summer Jobs—Farm
-27 Swimming
-15 Tools, Hand
- 4 Toys and Play Equipment
-89 Track and Field Events
-33 Traffic Control Devices
-48 Unauthorized Play Spaces
-88 Vision and the Driver
-76 (Bad) Weather Conditions Safety in
-39 (Bad) Weather: Hazards, Precautions, Results
-90 Wearing Apparel, Flammability of
-56 Welding and Cutting Safely (Rev.)
-30 Winter Driving
-32 Winter Sports
-58 Winter Walking (Rev.)
-46 Wood Shop, Safety in the

Data sheets from SAFETY EDUCATION are available from the National Safety Council. 10 to 99 copies, $.06 each. Lower prices for larger quantities. Order by stock #429.04-and the title and number of the data sheets. Complete set of data sheets—$4.20. All prices are subject to a 10 per cent discount to N.S.C. members and schools, colleges, universities and public libraries.

Do You Still Use the

Of course not! So why bring high button-shoe safety ideas into your classroom. Dynamic problems facing safety educators today are on schedule at the National Safety Congress.

YOU WOULD NEVER use a McGuffey Reader to teach your 1960 students how to read. You wouldn't borrow a Model T for your driver education class. Nor should you rely solely on safety principles of a decade ago to furnish you with the "know-how" for teaching youngsters to live safely.

In fact, even last year's ideas are no longer complete—so many new accident problems have arisen from today's progress and developments. We have different accident potentials with the compact cars. Young students delving into scientific experiments, more people of all ages active in sports and crowding lakes, ski runs, camp sites; miniature auto races and the latest, trampoline bouncers—all present new problems in the safety education field.

These new problems—as well as the old standbys—will highlight the talks and study sessions at this year's National Safety Congress, October 17 through 21 in Chicago. "Safety Everywhere—All the Time" is the Congress theme—and the school and college sessions at the Hamilton Hotel will be asking "HOW" everyone can realize this simple statement "safety everywhere—all the time."

Plunging right into these "modern hazards," the school and college opening session will feature the Gordon Graham Memorial Lecture dealing with safety education in the years ahead. J. C. Wright, superintendent of public instruction, Des Moines, will give the delegates new things to think about. Other blue ribbon events are:

- a reception to honor Norman E. Borgerson, honorary member of the school and college conference
- the Monday evening round robin sessions to focus on key problems in the field
- a special guided tour of NSC headquarters to orient delegates on ways the Council staff can aid them in their work
- elementary science demonstration to point up ways of teaching safety through general science experiments
- discussions to see what schools can learn from industry
- five demonstrations to show new methods and techniques in driver education
- session to forecast the prognosis of college safety centers

The key puzzles for delegates Monday evening will number five. Audiences can rotate to attend three of the following discussions: does safety education go home with the child?; planning fire safe schools; water, boats and safe children; the school and local safety organizations; can we measure safety learnings? Discussants will be from all facets of the education field. Specific interest sessions are:

Elementary

Delegates will hear a discussion on criteria for evaluating classroom activities. Ways to teach home safety in school will be followed by an audience participation on safety teachings in the primary grades. J. Duke Elkow, Brooklyn College, will lead a workshop session dealing with how to communicate safety concepts to the elementary school child. One talk will look at the teacher and the influence of her personality on learning experiences.

Safety Education Supervisors

Can you teach the parents through the child is one topic certain to raise some interesting

McGuffey Reader?

questions. Many delegates' problems may be answered in a session on the school and local safety organizations. And a large panel will hassle with the question: can we measure safety learning? The supervisor section meeting will recapitulate and analyze the basic problems discussed in the Monday rotation sessions.

Driver Education

The first driver session is planned to bring delegates right up to date on the current developments and methods in the field. "Compact cars and crazy drivers" will be a session to enlighten delegates on ways to use the small cars in driver education classes. An exchange of ideas is scheduled on law enforcement problems and new methods and techniques in developing public support for driver education.

Airing of problems of state driver education associations will be helpful to all in the field. The final session on legislation and teacher liability in case of accidents will be a "must" for all delegates.

Higher Education

The Campus Safety Association is sponsoring two challenging sessions: the college environment as a learning experience and new tools and techniques in laboratory safety. The Committee on College Safety Education has arranged for speakers to discuss the future of college safety centers followed by a general discussion among delegates. In addition, the Committee will hold a session on safety preparation of technical and professional students.

University people as well as educators in other areas will be interested in a session on recent research applicable to safety education. The annual joint discussion sponsored by the Committee on Research in Safety Education and the Driver Education Section, will center around ways to apply current research findings to driver education.

A repeat of the Monday morning breakfast will be held at Hardings. Reservations forms will be sent to delegates prior to the Congress.

A luncheon for delegates on Thursday will be sponsored by the American Trucking Association, Nationwide Insurance and the Mobile Oil Co.

For complete information on the program and hotel reservations, write the school and college department, National Safety Council.●

National Safety Council Policy on
Miniature Motor Vehicles

The National Safety Council opposes the use of miniature motor vehicles, commonly called carts, or go-carts, by drivers below driver licensing age.

While the laws of all states exclude these miniature vehicles, designed primarily for use by children, from the public streets and highways, there is little or no control over their use on private property. As a result, children have been killed or injured operating these vehicles, sometimes in speed events sponsored by adults. Motor vehicle speed events of any type are opposed by the National Safety Council.

The Council therefore urges parents, dealers in these vehicles and organizations to refrain from sponsoring or conducting competitive events using miniature motorized vehicles, and to do all possible to see to it that they are at no time operated by persons under legal driver age.

Developed by the Traffic Conference at the request of the School and College Conference.

by Gerald Kaminski

Cars vs. Grades

What happens when teens get behind the wheel? Allstate study finds the more they drive—the lower their grades go.

"PARENTS who do not wisely regulate their teenager's use of the car are endangering his high school grades, his future and maybe his life."

This was the main finding of a study of the automobile's influence on teenage behavior. Conducted by the Allstate Insurance Companies in cooperation with 30 selected high schools throughout the United States and Canada, the study threw a searchlight on the academic, driving and social habits of 20,000 junior and senior youngsters.

Judson B. Branch, Allstate president, called the research a realistic approach to the problem of youthful drivers. As a group they are causing grave concern to parents, educators and law enforcement agencies because of unusually high accident rates, he said.

The study points up the basic importance of parental control of the teenager.

"Parents simply must realize the urgency of exercising more authority over their teenagers in the matter of how and when they drive," Branch said.

Underlining the accident problem among youthful drivers, Branch said that their involvement rate is about twice as high as the average adult, and the average severity of their accidents is also considerably higher. Furthermore, *most* of the youngsters—not just a few—are involved in accidents.

"It's simply not true that a small minority of the youngsters is responsible for most of the accidents," he explained. "Repeaters aren't the major problem, for we have found that those who have accidents today usually aren't the same ones who have the accidents tomorrow."

Confirming the car-grades situation, the study points out that the amount of car usage has a direct relationship to academic standing. Driving a car does not in itself have an adverse effect on grades, but when the car infringes on school work, serious problems develop.

Grades started to suffer when the car was used more than two days out of the five day school week, Allstate's research discovered. Those who used the car at least four days were more than twice as likely to be D or worse students than the two-day users. The best records were made by students who confined their car use strictly to weekends.

The poorest students are those who drive their own cars, according to the study. Holding a job to support a car affected the teenager's attitude toward school, and the curtailment of study time created by the job-car combination led to a vicious circle. Of students spending six dollars or more per week on car support, only one per cent were A students, while among those who spend three dollars or less the ratio of A students was four times as high.

Other findings of the grade-car relationship:

—Good students who yield to the car craze suffer the sharpest drop in grades.

—The longer a car is owned, the less the chance of a boy's being a good student.

—By far the greatest scholastic damage occurs when the high school junior obtains a car.

—Among students with neither car nor job, there are twice as many A and B students as among students having jobs and cars.

Gerald Kaminski is associate editor, *Traffic Safety* magazine.

—Poorer students showed more of a tendency to use a car in going to and from school.

—The more evenings a car is used, the more likely that grades will fall.

Parents who try to use the promise of a car as an incentive to boost lagging grades and interest are likely to find their efforts back-firing. Lack of interest in school work plus a car usually make for scholastic disaster.

"In a significant number of cases, grades were going down long before the car entered the picture and the car tended only to 'grease the skids'," Branch said.

Going beyond the car-grade correlation, the study showed other interesting facts about teenage drivers and their attitudes:

—Of the students surveyed, 52.1 per cent had taken a high school driver education course.

—Of those who had not taken a driver course, only 50.2 per cent said that they would like to take such a course.

—Of the students surveyed, 72.4 per cent said that they had learned to drive. (Another 16.8 per cent said that they had partially learned.)

—The study showed also 58.5 per cent of the students had regular driver licenses. (Another 13.3 per cent had temporary licenses or permits.)

—Social driving in the evening was indulged in by 55 per cent of the students.

—The students owning their own cars made up 18.3 per cent of these surveyed.

—Students who drove their parents' car made up 65.3 per cent of those studied.

—And 20.9 per cent of the students said they frequently drove a car other than their own or their parents'.

—More students (17.4 per cent) thought that most teenagers are more careful as drivers than most adults. Only 13.3 per cent of the students thought that most teenage drivers are not as careful as most adults.

—Of the students surveyed, 50 per cent thought that most teenage drivers drive too fast, and 57.6 per cent said that they felt only a relatively few teenage drivers are bad drivers.

—Finally, 45.2 per cent of the students said that most teenage drivers are as careful as most adult drivers.

These last figures are particularly interesting. They point to the probability that when teenagers and adults talk about safety, they are not talking the same language. In their multiple answer selections, many of the students saw no contradiction in saying that most teenagers drive too fast but that only a few teenagers are bad drivers.

"Don't be deluded into an attitude of unwarranted trust in your teenager's driving habits," Allstate warned parents. "Trust his honesty but not his immaturity. Many youngsters have their own definitions of safety, and all too often it's far different from an adult definition."

As a result of the study, Allstate has concluded that the one element of cardinal importance in the teenage driving problem is parental control.

In an open letter to parents, Judson B. Branch refers to a safety worker who said that the problem with teenage drivers can be summed up in the statement, "If only we could reach them."

"We disagree," Branch said. "We think it's the parents, and to paraphrase the comment, we might add, 'If only we could reach *them*' "●

by Charles A. French

They Gave Themselves More Work

UNANIMOUS approval came from safety education supervisors who were asked to comment on Herbert Stack's article, "Supervisors Set Up Schedule" (SAFETY EDUCATION, Jan. 1960). They highly endorsed the monthly work plan for supervisors, which was compiled by Stack's class in supervision at New York University. In fact, reaping from their experience, the respondents *added* further responsibilities for supervisors.

General comments on the article included these suggestions of additional tasks for supervisors:

1. Developing and implementing a set of safety rules and regulations (an administrative handbook as described in "Wanted: Handbook for Supervisors," SAFETY EDUCATION, Feb. 1960).
2. Working with the local traffic engineer to procure and maintain needed signs, signals and markings as part of the safest route to school. (Three respondents mentioned this fundamental task.)
3. Planning school bus safety or safety in special transportation. (Four mentioned this task.)
4. Expanding safety programs to include school employees.
5. Including shop-laboratory safety activity.
6. Aiding in the work of setting up and administering teen conferences at local, state and sectional levels. (Four noted this need.)
7. Keeping monthly as well as yearly accident summaries.

The respondents suggested changing some duties to July and August since some specified for June and September might be accomplished when schools were not in session. Three mentioned that during these months (or earlier) arrangements could be made for driver education cars. One pointed out the need to work on the equipment and grounds for safe playground and recreational activities.

Some comments on the original article added responsibilities to the already heavy load of the supervisor in September. Two mentioned a "schools open campaign." Three suggested that conferences with other supervisors be moved from October to September and should include principals and PTA central committee. Another mentioned that more inspections and PTA meetings would probably be necessary. Three specified the need for early assistance to physical education instructors and athletic directors, pointing out that physical education and athletics carry a disproportionate share of the accident burden.

Three supervisors cited the fact that attendance at the National Safety Congress was omitted. Halloween safety was mentioned as another activity of great importance. A supervisor from a hunting state mentioned the importance of beginning a firearms safety course in early Fall for those planning hunting trips.

Suggestions to principals and building coordinators for Christmas holiday safety would well be started earlier than December, probably November. Another supervisor emphasized the need to check proper spraying of Christmas trees and decorations and safe location of the trees in various buildings.

In January or February, the supervisors suggested that budget preparation for the next school year should begin. In addition, meetings with maintenance department personnel could be held to budget for removing or correcting hazards during the next year.

In April, it was suggested that the item, "Have building safety coordinator check playgrounds and playground equipment," should

to page 39

Charles French is staff representative, Safety Education Supervisors Section, N. S. C.

Work Together

from page 11

understandings and attitudes of concern to one or more agencies. For example, the police department is interested in improving the community's understanding and appreciation of the necessity for enforcing safety laws and regulations. By working cooperatively with the schools, this objective may be reached not only for future adults, but also for present parents who are also working cooperatively with the school to this end.

2. *School cooperation is excellent for community relations values*

There is probably no better way for an agency to secure a "good" name with the child, school and home than by cooperating appropriately with the school.

3. *School cooperation helps agency to extend its own horizons*

A specialized agency tends to concentrate so steadily upon its own specialized objective, that it misses broader opportunities through failure to see where its objective fits in the total picture. Cooperative endeavor will help to overcome this defect. A school related project is especially helpful because the school represents society in miniature.

Common Pitfalls for Schools

1. *Lack of understanding of the cooperating agencies*

The school either misses opportunities for helpful cooperation, attempts projects which are not within its scope, or fails to cooperate in terms of mutually agreed-upon objectives.

2. *Lack of definite school policies in relation to cooperation*

Unless the school has clear and definite policies governing its cooperative activities, difficulties are likely to arise.

Common Pitfalls for Non-school Agencies

1. *The failure to understand that the school must serve the whole community and all the educational needs of the child*

Since the school must serve all community interests impartially, it can have no place for special interests, narrow objectives, or commercialism.

2. *An attempt to aid the school through subsidies rather than through encouraging sound financial backing for the school as a whole*

It is more important for the agency to lend its support to encouraging sound financial backing of the schools than to subsidize the budget. However, subsidization is often helpful in experimental or pioneering programs, although when, following a demonstration period, a program becomes an accepted function, it should be financed from regular school funds.

3. *The failure to realize that there are ways of helping the school which do not involve working directly with children and youth*

Help given to teachers and aid in making the school and community a safer place in which to live often are more effective in the safety education of children and youth than contributions to direct instruction by non-school agencies.

Common Pitfalls for Both Schools and Non-school Agencies

1. *The failure to work through correct channels, suitable agencies, or both*

Nothing can kill a cooperative endeavor more quickly than an attempt to work through unofficial channels. Trying to conduct a project with agencies not directly concerned is also an effective way of killing the project.

2. *Failure to understand each other's vocabulary*

Each specialized agency has a specialized "vocabulary" which is not necessarily understood by people of other agencies. If this fact is not realized, understanding may be handicapped.

3. *The failure to understand limitations on activities*

Agency policies limit actions and activities of cooperating groups. What may seem to be uncooperativeness may simply stem from the fact that the agency should not have been involved in the first place.

4. *The failure properly to integrate the activity in the curriculum*

What may be helpful at one point in the curriculum, may be a waste of time at another.

Summary

The school program offers a unique opportunity for the safety education of children and youth. Many agencies besides the school recognize and would like to use this educational potential. The fullest utilization, to the benefit of young people, depends on the capacity of the school and non-school agencies for joint endeavor.

Non-school agencies have many resources that complement the instructional resources of the

school. Effective coordination of these resources challenges both the school and non-school agencies. Positive approaches and procedures based on democratic principles of cooperative action assure that the challenge will be met.

Approval

The above statement was adopted as official School and College Conference policy on April 15, 1960. Its adoption is recommended to other National Safety Council Conferences.

Prepared by the committee on how schools and other agencies interested in safety work together, School and College Conference, National Safety Council.

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Hydramite
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S-1933-A

lower elementary

safety lesson

What's New at School?

Look, Jack. Look, Sue. Here is a new sign.
It says Loading Zone. What does that mean?
Then the bell rang.
The children went inside school.
They asked Mrs. Lane about the sign.
She said, "It means *get in and out of cars here.*"
"This makes it safer for us."

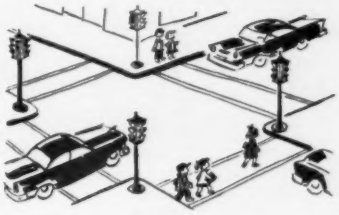
Then the children played a game.
They called it "Words about Traffic."
They made a list of words.
Then they made a safety story about each word.
Here is one of the stories:

Safety Words

traffic
curb
loading zone
pedestrian
loading
unloading
intersection

Curb

Wait for your ride at the *curb.*
Get out of cars at the *curb.*
Never get in or out of cars on the street side.



Make up safety stories using the other words in the list.

Something to do:

Take a walk with your teacher around your school.
Find a *Loading Zone.*
See where you can *cross the street* safely.
Practice walking between the *white lines* at the *intersection.*

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

A Message for Mother

Tell Mother about the *loading zone* at school.

Ask her to pick you up there.

Tell her you do not cross the street in the middle of the block.

Can you take this message to her?

Safety Rules
1. Help school safety patrol.
2. Only cross street when they say to.
3. Walk, don't run, down stairs.
4. Take turns on playground.

New Friends at School

Do you have some new friends in your room?

Do they know about your safety rules?

Can you tell them about your rules?

Can you tell them about what the patrol in our monthly picture does?

Answer these questions. Then you can tell your friends.

1. On which side of the corridor do you walk?
2. What must you *not* do at the drinking fountain?
3. When do you go down the slide?
4. How do you swing safely?
5. What do you watch out for on the teeter?
6. When watching others on the Hi-Fly where do you stand?
7. Where do you stand when watching a ball game?

Did you know the answers? Here are the right ones. Tell why.

1. Walk on the *right* side of the corridor. (Do you know which is the *right* side?)
2. Do not *push* or *play* at the fountain.
3. When it is your turn and the way is clear.
4. *Sit down* when swinging.
5. Get off the teeter *together*.
6. Stand *away* from the Hi-Fly so you will not be hit.
7. Stand well *back* and *to one side* of home base.

September 1960

upper elementary

safety lesson

S-1933-A

School Begins: What's New?

It was the first day at Cove School.
Mrs. Lane and the children were getting acquainted.
They were discussing changes around school.
The walls had been painted.
Some sidewalks had been repaired.
There were fresh white lines at the intersections.

Mrs. Lane asked if anyone had noticed the new climbing bars on the playground.
No one had; so Mrs. Lane suggested that everyone look for more new things.
Tomorrow they would make a list of these.
Then they would discuss what safety rules would be necessary for each new thing.

What is new at your school?

Look for . . . new playground apparatus, new crossing lights, new crossing signs, new tools for woodworking, new apparatus for the science room, new class room equipment, such as paper cutters, etc., new electric equipment such as hot plates, projectors, radio, TV.

What safety precaution does each require?

Get your information from the principal, the custodian, the physical education teacher.

Share this information with children in other rooms.

Time for Inspection

This is a good time to check on things which could cause accidents or endanger lives.

Ask your principal about the following:
- Does the fire alarm system work? Can it be heard everywhere?
- Are the EXIT lights working?
- Do all outside doors open easily?

In your classroom look for:
- Electric appliances with frayed cords.
- Sharp tools stored where they may cut someone.
- Heavy things kept where they might fall on someone.
- Furniture placed so it blocks doors.

Ask your physical education teacher if:
- All apparatus has been inspected for broken or worn parts.
- Sticks, broken glass, rocks, have been cleared from the playground. (Perhaps you can help with this)

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Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Looking Back

Can you remember accidents which happened last year?
Make a list of as many as you can remember.
Tell what caused each of them.
Tell how each might have been avoided.
Perhaps you can make a chart like this:

Accident	How it happened	How it might have been avoided
cut on chin	Teeter board flew up when partner got off	Let partner know before you get off. Always get off together

When you finish, count to find out:

how many were in the school building?
how many were on the playground?
how many were on the way to or from school?
how many were at home or elsewhere?

Report the results of your survey to the rest of the school.
Discuss how the patrol in this month's picture can help us.

Safety and Other People

Do you know that helping others makes all of us safer?
How can this be?
If we are careful of others, they will be more careful of us.

Here is an example of what can happen:

Someone is in a hurry.
He pushes ahead in the line.
He knocks another child into a door.
That child may be badly hurt.

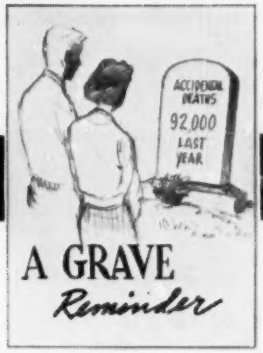
What kinds of accidents might happen in these places?

At the drinking fountain
In the corridor
On the stairs
On the swings
At room doors
In the aisles

A thought for the coming year: **be friendly, be courteous, be safe.**

junior high school

safety lesson



S-1934-A

"A Grave Reminder"

With each new school grade level, with each new age level, with each new change in the way we live and work, the *concentration of probable accidents* changes too. Accidents, however, take a total of 92,000 lives each year. The visual aid supplement pictures this tragic situation. One way to reduce this total is to become aware of the *new* changes facing you as you reach a new age and as you begin a new grade in school.

Shown below is a table indicating the per cents of student accidents by location and type, and by certain grade levels. Study the table carefully and then answer the questions that follow:

	Kindergarten	*7th*	*8th*	*9th*
School Jurisdiction	100.0%	100.0%	100.0%	100.0%
School Plant	*82.8%*	*92.9%*	*93.3%*	*94.7%*
Auditoriums and classrooms	25.4	12.4	10.6	9.0
Corridors	2.7	4.1	3.9	3.8
Fences and walls	1.5	.9	.7	.6
Laboratories—homemaking	0	1.1	1.1	.9
Laboratories—science	0	.2	.3	.4
Lockers (room and corridor)	.7	1.6	1.5	1.4
Playrooms	1.3	2.3	1.9	2.1
Shops	.1	4.6	5.8	9.1
Showers and dressing rooms	.2	1.6	1.7	2.4
Stairs and stairways (inside)	.9	5.3	4.9	4.8
Steps and walks (outside)	4.1	2.1	1.6	1.1
Toilets and washrooms	2.2	.9	.7	.9
Apparatus (playground)	19.5	5.2	2.9	1.6
Baseball—softball	.3	6.2	6.9	5.6
Basketball	0	5.8	8.8	10.9
Circle games	.2	.6	.4	.3
Football	0	3.8	8.4	10.6
Hockey	0	.2	.2	.2
Soccer and soccer type games	0	2.0	2.5	2.2
Swimming	0	1.1	1.1	2.6
Track and field events	0	2.5	2.7	2.9
Volleyball and similar games	0	2.6	3.3	3.5
Other organized games	1.9	6.4	6.7	7.3
Unorganized activities	14.2	8.6	6.3	3.3
Other building	1.2	1.8	2.1	2.3
Other grounds	5.8	9.0	6.3	4.9

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Prepared by Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

	Kindergarten	*7th*	*8th*	*9th*
Special Activities	.1%	.1%	.1%	.1%
Driving (practice)	0	0	0	*
Trips and excursions	.1	.1	.1	.1
Going To and From School	*17.7%*	*7.0%*	*6.6%*	*5.2%*
School bus	.3	.4	.3	.2
Public carrier	.4	.1	.3	.3
Motor scooter	0	.1	.1	.3
Other mot. veh.—pedestrian	7.0	.5	.4	.4
Other mot. veh.—bicycle	.1	.4	.4	.2
Other mot. veh.—other type	1.6	.4	.4	.5
Bicycle—not motor vehicle	.6	1.4	1.1	.4
Other street and sidewalk	6.2	2.7	2.4	1.9
Other	1.5	1.0	1.2	1.0
Non-School Judisdiction	100.0%	100.0%	100.0%	100.0%
Home	59.9%	41.6%	34.9%	38.5%
Other	40.1%	58.4%	65.1%	61.5%

*less than 0.05 per cent

1. In "school plant" accidents that occur under "school jurisdiction" which type or location of accident has the highest per cent for each of the following: (A) Kindergarten_____ (B) 9th grade_____

2. In the same category as number one above, which type of accident is the third highest and what is the per cent for kindergarten? (A)_____, _____ What is the per cent for the same activity in the 9th grade? (B)_____

3. In the "going to and from school" category under "school jurisdiction" what is the total per cent of accidents (A) for kindergarten_____ For 9th grade (B)_____

4. Under "school jurisdiction" accidents, how many types or locations of accidents *do not* occur in kindergarten that *do occur* in *all three grades* shown?_____

5. Under "non-school jurisdiction" accidents which category has the highest per cent of accidents for kindergartens? (A) _____. Which category has the highest per cent of accidents for 8th grades? (B)_____

6. If your grade does not rate a high per cent in a particular accident category, does this mean you don't have to worry about that particular type of accident? (A)_____ Why? (B)_____

7. If your grade rates a high per cent in a particular accident category, what does it probably mean, and what action should you take?_____

Do you see why the accident picture must be studied constantly so you will be aware of *new* accident dangers? Make an analysis of other phases of the table shown, and make plans to reduce the accident totals.

Answers: 1 (A) auditorium & classrooms, (B) basketball; 2 (A) Unorganized activities, 14.2%, (B) 3.3%; 3 A 17.7%, (B) 5.2%; 4 nine; 5 (A) Home, (B) other; 6 (A) No, (B) Even .005% might include *you*; 7 It probably means that this is a *new* danger for you and, therefore, you should study it.

September 1960

senior high school

safety lesson

S-1934-A

"A Grave Reminder"

It is obvious to say that children in kindergarten rarely get injured as *drivers* of automobiles, and it is equally as obvious that senior high school students *do* get injured as drivers of automobiles. But the point is that as you grow older, the *concentration* of probable accident areas changes. In addition, our changing environment causes a decrease of accidents in some categories, but an increase of accidents in totally new categories. A simple illustration of this is the change in accident rates in the following: runaway horses, whirling airplane propellers and jet blasts. In fact, it wasn't many years ago that all military establishments having aircraft had to add to their warning signs of "Beware of Propellers" the phrase ". . . and jet blasts."

In order to see the different concentration of accidents at different grade levels, study the table shown below and answer the questions that follow it.

	Kindergarten	*10th*	*11th*	*12th*
School Jurisdiction	100.0%	100.0%	100.0%	100.0%
School Plant	*82.2%*	*95.3%*	*95.6%*	*95.4%*
Auditoriums and classrooms	25.4	6.7	6.6	5.6
Corridors	2.7	3.0	2.2	2.2
Fences and walls	1.5	.3	.2	.2
Laboratories—homemaking	0	.5	.5	.5
Laboratories—science	0	.6	2.2	2.4
Lockers (room and corridor)	.7	1.3	.7	.6
Playrooms	1.3	1.5	1.1	.9
Shops	.1	9.0	9.4	7.2
Showers and dressing rooms	.2	1.9	.9	1.1
Stairs and stairways (inside)	.9	4.1	3.6	2.9
Steps and walks (outside)	4.1	1.5	1.2	1.1
Toilets and washrooms	2.2	.5	.3	.2
Apparatus (playground)	19.5	1.4	1.0	.7
Baseball—softball	.3	5.3	4.4	3.6
Basketball	0	12.4	12.7	14.0
Circle games	.2	.3	.2	.3
Football	0	17.7	23.1	29.7
Hockey	0	.6	1.2	.7
Soccer and soccer type games	0	1.9	1.4	1.8
Swimming	0	2.6	1.9	1.7
Track and field events	0	4.2	4.0	4.1
Volleyball and similar games	0	3.6	4.0	3.6
Other organized games	1.9	6.9	5.6	4.2
Unorganized activities	14.2	2.0	1.8	1.5
Other building	1.2	2.0	2.2	2.0
Other grounds	5.8	3.5	3.2	2.6

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Prepared by Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

	Kindergarten	*10th*	*11th*	*12th*
Special Activities	.1%	.1%	.6%	.2%
Driving (practice)	0	.1	.5	*
Trips and excursions	.1	0	.1	.2
Going To or From School	*17.7%*	*4.6%*	*3.8%*	*4.4%*
School bus	.3	.3	*	.2
Public carrier (incl. bus)	.4	.4	.4	.4
Motor scooter	0	.2	0	.1
Other mot. veh.—pedestrian	7.0	.2	.4	.2
Other mot. veh.—bicycle	.1	*	*	0
Other mot. veh.—other type	1.6	.9	.9	1.3
Bicycle—not mot. veh.	.6	.1	.1	.1
Other street and sidewalk	6.2	1.7	1.4	1.6
Other	1.5	.8	.6	.5
Non-School Jurisdiction	100.0%	100.0%	100.0%	100.0%
Home	*59.9%*	*34.4%*	*32.7%*	*26.2%*
Other	*40.1%*	*65.6%*	*67.3%*	*73.8%*

*Less than 0.05%

1. In "school plant" accidents that occur under "school jurisdiction," the highest per cents for the 10th, 11th, and 12th grades fall in what category?

(A) _____

What is the per cent for kindergarten in that category? (B) _____

2. In the "school plant" area, what category has the highest per cent for kindergarten children? _____

3. Under "school jurisdiction" accidents, how many types or locations of accidents *do not* occur in kindergarten that *do occur* in *all three grades* shown? _____

_____

4. Under "school jurisdiction" accidents, how many types or locations of accidents *do not* occur in *all three grades* shown that *do occur* in the kindergarten? _____

_____

5. What is the lowest per cent area for "school jurisdiction" accidents for *all* the upper grades? _____

6. In the "non-school jurisdiction" area, do kindergarten children have more accidents in the "home" or does each grade of the senior high school?

7. Although space does not permit showing the complete breakdown for "other" accidents, underline one of the following categories that you believe would have the highest per cents for the 11th and 12th grades: public buildings, industrial premises, public carriers, motor vehicles, pedestrian, winter sports.

"Newness" is "Unfamiliarity"

Unfamiliarity is quite often the cause of accidents. As you advance in years, new interests, new jobs and new experiences are all a part of growing up. In order to "grow up" however, you must become familiar with the possible dangers of each new area you enter. Make a further study of the table shown to become more familiar with the changing accident picture.

Analyze the visual aid supplement and see what you can do to reduce the yearly accident toll.

Discuss the possible new danger areas due to our changing way of life.

Answers: 1. (A) football, (B) zero; 2. auditoriums & classrooms; 3. 10; 4. None; 5. Accidents between bicycles and other motor vehicles; 6. Kindergarten children; 7. Motor vehicles—that's why car insurance for teenagers is so high.

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

Accidents

Statistics on Pupil Transportation, 1957-58. October, 1959. 1pp. U. S. Department of Health, Education and Welfare, Office of Education, Washington 25, D. C.

Based on special transportation reports from state departments of education.

Bicycles

Safe Bicycling, 16mm color film, International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago. 13 min. black & white—$75; color—$135. Available for rental or loan.

This film offers advice on bike upkeep and safety, emphasizing the habits of care, courtesy and common sense when in traffic situations. Ten easily remembered tips on accident-free riding are stressed through practical examples by children themselves. Informal, the film is presented in an amusing manner to keep audience interest at a high pitch.

U. S. Royal Word Puzzle Book. 1959. 14pp. United States Rubber, Cycle Tire Dept., 549 E. Georgia St., Indianapolis 6, Ind. Free.

A comic puzzle book when solved spells out rules for cyclist.

Boy Scouts

Boy Scout Handbook. Sixth Edition. 1959. 480pp. $1.00. National Council of Boy Scouts of America, New Brunswick, N. J.

Child Labor Laws

Self-Training Unit on Child-Labor Laws for Youth Placement Workers. U. S. Bureau of Labor Standards. 1959. 18pp. Superintendent of Documents, Washington 25, D. C. (Bulletin 202) Price 15¢.

This publication was developed for youth placement work in schools, public and private social agencies and wherever youth employment programs are operating.

Conferences

Recommendations: Composite Report of Forum Findings. Golden Anniversary, White House Conference on Children and Youth. Washington, D. C. 1960. 85pp. Superintendent of Documents, Washington 25, D. C. 35c.

This is a report of the conference which will serve as guideposts for organizations working toward the betterment of children and youth.

Driver Education

Detour for Meg. Helen Diehl Olds. 1958. 189pp. Julian Messner, Inc., 8 West 40th St., New York 18, N. Y. $2.95.

A book filled with intriguing events centered around a traffic accident and a young girl's struggle to learn to drive in a driver education course in high school. It makes good reading for those young people who take driving a car for granted, with no thought of personal responsibilities toward others.

Driver Education and Driving Simulations. James H. Fox, 1960. 72pp. National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. $1.50.

The purpose of this study is to help those responsible for driver education evaluate the effectiveness of training devices which simulate driving.

Instructor's Outline for Safe Winter Driving. Amos E. Neyhart and Helen L. Neyhart. 1960. 30pp. AAA Foundation for Traffic Safety, Washington 6, D. C.

Supplement to *Teacher's Manual for Sportsmanlike Driving.* For use in High School and Adult Driver Education and in Driver-Improvement programs.

Status of Driver Education in the United States. Norman Key. 1960. 76pp. National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. $2.00.

A study of courses as described by state and local school systems based primarily on a questionnaire survey.

Fire Protection

How to Select a Fire Extinguisher. (Chart) Fire Equipment Manufacturers Association, One Gateway Center, Pittsburgh 22, Pa. (copies are available for display).

Is Your Student Housing Fire Safe? 2nd edition. 1960. 48pp. Federation of Mutual Fire Insurance Companies, 20 N. Wacker Drive, Chicago 6, Ill.

This booklet is a practical guide to help college administrators solve fire safety problems in housing facilities on the campus.

Health

National Conference on Physicians and Schools. Report, 7th October 13-15, 1959. 1960. 133pp. American Medical Association, Department of Health Education, 535 N. Dearborn St., Chicago 10, Ill. $1.00, discount price on quantities.

The report contains the consensus of representatives of medicine, education and public health on important issues in school health and physical education.

Methods

Tests and Evaluation Methods used in Driver and Safety Education. Ralph H. Ojemann. 1959. 48pp. National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. $1.00.

An analysis to help teachers measure classroom instruction. The report describes methods reported in the literature for measuring safe behavior, and suggests how teachers can use these methods to test the effects of units or programs in safety education.

Accident Facts, 1960 edition, is off the press. This booklet, compiled by the statistics division of the National Safety Council, contains facts and figures to help you in educating for safe living. This annual publication answers hundreds and hundreds of questions regarding the accident picture over the country. Price: $1.85. Lower prices for quantity orders. Write the Council.

College Safety Education Credit Courses

Back to school bells will find many teachers occupying student chairs rather than desks this fall and throughout the year. Educators, administrators as well as pre-service teachers will be studying toward advanced degrees or supplementing their knowledge with additional courses.

To aid these "students," SAFETY EDUCATION and the school and college department have conducted a second survey to find out where and what is being offered in the field of safety education courses. The first survey published in the May issue included courses during the summer. This listing shows safety education courses offered during the fall, winter and spring at colleges of education.

At 156 colleges in 43 states and the District of Columbia, a total of 338 courses is offered. This chart shows only credit courses in which accident prevention is the primary topic of interest.

To assist readers in selecting courses, the chart includes the course title, whether the course is basic (B) or advanced (A), undergraduate (U) or graduate (G) or both (U-G), credits given, and quarter or semester (F,W,S). In some instances, colleges defined credits as semester (S) or quarter (Q). Further information can be obtained by writing directly to the college. Please note that cities are not specified when the city is part of the name of the college.

For information on industrial safety courses offered in colleges and universities throughout the country, see the June issue of the *National Safety News*, published by the National Safety Council.

College - City	*Course Title*	*Basic(B) Adv (A)*	*Credit Hours*	*Underg(U) Grad (G) Both(U-G)*	*Quarter or Semester*
	ALABAMA				
Jacksonville State College	Saf. & First Aid	B & A	2	U	F, S
Univ. of Alabama, University	Safety Ed.	A	3	U-G	F
	ARIZONA				
Arizona State Univ., Tempe	Saf. Ed.	B	2	U-G	F, S
	Dr. Ed.	B	2	U-G	F, S
	ARKANSAS				
A.M.&N. College, Pine Bluff	Saf. Ed. (430)	B		U	F, S
John Brown Univ., Siloam Springs	H. & Saf.	B	3	U	F, S
Henderson State Teachers, Arkadelphia	H. & Saf. (Bio. 123)	B	2	U	F, S
Univ. of Arkansas, Fayetteville	Methods & Mats in H. Ed. & Saf.	B	3	U	F, S
	CALIFORNIA				
California State Polytechnic, Pomona	Saf. & First Aid.	B	2	U	F
College of Pacific, Stockton	Gen. Saf. Ed.	B	2	U	S
Fresno State College	Saf. Ed.	B	2	U-G	F, S
	Dr. Ed. & Dr. Tng.	B	3	U-G	F, S
Long Beach State College	Saf. Ed. (I.A. 180)	A		G	F, S
	Ind. Saf. (I.T. 169)	A		G	S
Sacramento State College	Dr. Ed.	B	2	U-G	F, S
	Saf. Ed.	B	2	U	F
	Saf. Programs	A	2	U-G	F
	Saf. & Dr. Ed. Field Work	A	2	U-G	F, S
	Dr. Tng.	B	2	U-G	S
	Adv. Seminar: Saf. & Dr. Inst.	A	2	G	S
San Francisco State College	Intro. to Dr. Ed. & Dr. Tng.	B	2	U-G	F, S
	Prog. Org. & Inst. in Dr. Ed.	A	3	U-G	F, S
	Techniques of Teaching Dr. Tng.	A	2	U-G	F, S
	Saf. Ed. & First Aid	A & B	3	U-G	F, S
Ill. State Normal Univ.	Dr. Ed. (267)	B	3	U	F, S
	Gen. Saf. Ed. (269)	B	3	U	F
	Prob. & Res. in Dr. Ed. & Traf. Saf. (266)	A	3	U	S
	Mats. & Methods in Teaching Saf. (332)	A	2	U-G	S
Southern Ill. Univ., Carbondale	Dr. Ed. (H.E.(S)302)	B	4	U	F, W, S
	Intro. to Saf. (H.E.(S)313)	B	4	U	F, W, S
	Methods & Mats. Dr. Ed. (H.E.(S)443)	A	4	U-G	F, W, S
	Org., Adm. & Supvr. of Saf. Ed. (H.E.(S)525)	A	4	G	W
	Safe & Healthful Living Outdoors (H.E.(S)413)		4	U-G	S
Univ. of Ill., Urbana	Saf. Ed. (S.E. 280)		3	U	F, S
	Dr. Ed. (S.E. 284)	B	3	U	F, S
	Adv. Traf. Saf. Ed. (S.E. 294)	A	2	U	F, S
	Prob. of Saf. Ed.(S.E. 402)		4	G	F, S
Western Ill. Univ., Macomb	Dr. & Saf. Ed.	B	4	U	F, W
	Adv. Traf. Saf.	A	4	U	W
	Gen. Saf.	A	4	U	S
	INDIANA				
Ball State Teachers College, Muncie	Gen. Saf. & First Aid (P.E. 324.2)	B	4	U	F, W, S
	Dr. Ed. (P.E. 324.3)	B	4	U	F, W, S
Butler Univ., Indianapolis	Saf. Ed.	A & B	3	U-G	F, S
	First Aid & Saf.	B	2	U	F, W, S
	Basic Dr. Ed.	B	3	U-G	W, S
Evansville College	H. & Saf. Ed. (Phys. Ed. 131)		3	U-G	W
	Probs. of Dr. Tng., Testing & Traf. Saf. (Phys. Ed. 271)		5	U-G	S
Goshen College	H. & Saf. Ed.	B	2	U	F
Huntington College	First Aid & Saf. Ed.	B	2	U	F
Ind. State Teachers College, Terre Haute	Gen. Saf. (439 & 539)	A & B	3	U-G	F, S
	Dr. Ed. (440 & 540)	A & B	3	U-G	F, S

	Org. & Adm. of School & Community H. & Saf. Prog.	A	3	U-G	F, S
	Saf. Ed. & H. Ed. Curriculum & Ints. (Ed. 150)	A	2	U-G	F, S
	Seminar in Practice Teaching	A	2	U-G	F, S
San Jose State College	Acc. Prev. & Saf. Ed. (S.E. 110)		2	U-G	F, S
	Dr. Ed. (S.E. 160)		3	U-G	F, S
	Adv. Dr. Ed. (S.E. 162)		2	U-G	F, S
	Adm. & Supvr. in Saf. & Dr. Ed. (S.E. 184)		2	U-G	F
	Readings & Res. in Saf. & Dr. Ed. (S.E. 182)		2	U-G	S
Stanford Univ.	Safety (H107)	B	3	U	W
	Saf. Ed. (H220)	B & A	3	U-G	W

COLORADO

Adams State Col., Alamosa	Saf. Ed.	B		U	W
Colorado State Col., Greeley	Methods & Mats. in Dr. Ed.	B	4	U-G	F, W, S

CONNECTICUT

Southern Conn. State College, New Haven	Dr. Ed. for Teachers	B	3	U-G	F, S
	Traffic Saf. & Dr. Ed.	A	3	G	F
	Org., Adm. & Supervision of Saf. Ed.	A	3	G	F
University of Bridgeport	First Aid & Saf. in Sports (H.E. 242)	B	2	U	F, S

DELAWARE

Delaware State Col., Dover	H. & Saf. Ed.	A	2	U	F

WASHINGTON, D. C.

Howard Univ.	Saf. Ed.	B	3	U	F

FLORIDA

Bethune-Cookman College, Daytona Beach	Saf. Ed.	B	3	U	F, S
Florida A & M Univ., Tallahassee	Intro. to Saf. Ed. (418)			U	F, S
	Intro. to Dr. Ed. (417)			U	F, S
Florida State Univ., Tallahassee	Dr. Ed.	A & B	3	U-G	F, S
	Saf. Ed.	B	2	U-G	F, S
Univ. of Florida, Gainesville	Sch. Saf. Ed.	B	2	U	F, S
	Dr. Ed. & Traffic Saf.	B	3	U	F, S

GEORGIA

Savannah State College	First Aid & Saf. (H. Ed. 300)	A	5	U	W
Univ. of Georgia, Athens	Dr. Ed.		5	U-G	S

ILLINOIS

Bradley Univ., Peoria	Dr. Ed. & Traf. Saf. (Ed. 558)	B	3	G	F, S
	Adv. Dr. Ed. & Traf. Saf. (Ed. 588)	A	2	G	F, S
Eastern Illinois Univ., Charleston	Intro. to Dr. Ed. (H.E. 331)	B	4	U	F, W, S
	Gen. Saf. (H.E. 330)	B	4	U	W
	Adv. Dr. Ed. & Traf. Saf. (H.E. 332)	A	4	U	S
Ill. Institute of Technology, Chicago	Ind. Saf. I (S.E. 301)				F
	Ind. Saf. II (S.E. 302)				S
Ind. Univ., Bloomington	Dr. Ed. (S355)	B	3	G	F
	Res. in H., Phys. Ed., Rec. Saf. or Athletics (P459)			U	F, S
	Content & Mats. in Saf. Ed. (S350)		2	U	F, S
	Teaching of H. & Saf. (M358)		2	U	F, S
	Supervisory Prob. of H. & Saf. Ed. in Elem. Schs. (H514)		3	G	F
	Res. in H. Ed. & Saf. (H720)			G	F, S
	Techniques of Dr. Tng. & Testing (S355)	B	4	U	S
	Ind. Saf. Ed. (S457)		3	U	S
	Org. of Saf. Ed. (S550)		2	G	S
	Prob. in Dr. Ed. & Hwy. Saf. (S655)	A	2	G	S
Manchester College, North Manchester	Gen. Saf.	B	2	U	F
	Dr. Ed.	B	4	U	S
Purdue Univ., W. Lafayette	Survey of Saf. Ed. (Ed. 508)	B & A	3	U-G	F, S
	Dr. Ed. (Ed. 561)	B	3 or 4	U-G	F, S
St. Mary's, Notre Dame	First Aid & Saf.	B	1	U	S
Taylor Univ., Upland	First Aid & Saf.	B	3	U	F, S
	Dr. Ed. Techniques	B	3	U	S

IOWA

Iowa State Teachers College, Cedar Falls	Gen. School Saf.	B	4	U	F, S
	Dr. Ed. & Hwy. Saf.	B	4	U-G	F, S
	Dir. the Saf. Prog.	A	2	U-G	F, S
State Univ. of Iowa, Iowa City	Saf. Ed. (27:245)	A	2	G	F
Westmar College, LeMars	Saf. Ed. thru Dr. Tng. (Ed. 339)	B	3	U	F
	Practice of Hwy. Saf. (Ed. 341)	B	2	U	S
	Saf. Ed. (P. Ed. 335)	B	3	U	S

KANSAS

Ft. Hays Kansas State College, Hays	Saf. & Dr. Ed. (53)	B	3	U	F, S
	Adv. Dr. Ed. (54)	A	2	U	S
Kan. State College, Pittsburg	Hwy. Saf. & Dr. Tng.	B	3	U	F, S
	Traf. Saf. & Dr. Ed.	A	2	U-G	F, S
Kan. State Univ., Manhattan	Hwy. Saf. & Dr. Ed.	B	5	U-G	S

KENTUCKY

Western Kentucky State Col., Bowling Green	Saf. & First Aid. (P.E. 115)	B	1	U	F, S

LOUISIANA

La. State Univ., Baton Rouge	Dr. Ed. & Traf. Saf.	B	2	U-G	F, S
	Saf. Ed.	B	2	U-G	F, S
McNeese State College, Lake Charles	Personal & Community H. & Saf.	B	3	U	F, S
Southeastern La. College, Hammond	Elem. First Aid & Saf.		2	U	F, S
	Dr. Ed.		3	U	F, S
	First Aid & Saf. Ed.		3	U	F, S
Southwestern La. Institute, Lafayette	H. & Saf.	B	2	U	F, S
	Dr. Ed. & Traf. Saf.	B	3	U	F, S
	Shop. Saf.	B	3	U	S
Xavier Univ., New Orleans	H. & Saf. Ed. (P.E. 322)	B	2	U	W, S

College - City	Course Title	Basic(B) Adv (A)	Credit Hours	Underg(U) Grad (G) Both(U-G)	Quarter or Semester
MARYLAND					
Univ. of Maryland, College Park	First Aid & Saf. (H. 50)		1	U	F, S
	Saf. Ed. (H. 70)		3	U	F, S
	Dr., Characteristics, Improvement (H. 80)		3	U	F, S
	Basic Dr. Ed. (H. 105)	B	3	U	F, S
	Adv. Dr. Ed. (H. 145)	A	3	U	F, S
	Essentials of Fire Prot. (F.P. 104)		3	U	F
	Installations & Equipment (F.P. 110)		3	U	F
	Tactics & Operations (F.P. 112)		3	U	F
	Technical Projects (F.P. 117)		4	U	F
	Ind. Saf. Ed. (1) (Ind. Ed. 143)		2	U	F
	Fire Prot. Org. (F.P. 105)		3	U	S
	Special Hazards & Prob. (F.P. 111)		3	U	S
	Ind. Saf. Ed. (2) (Ind. Ed. 144)		2	U	S
MASSACHUSETTS					
Springfield College	First Aid & Saf. (H.E. 3)		2	U	F, W, S
	Methods & Mats. in Dr. Ed. (H.E. 220)		2-3	U-G	S
MICHIGAN					
Eastern Michigan Univ., Ypsilanti	Instructor Course in Dr. Ed.	B	2	U-G	F, S
Ferris Institute, Big Rapids	Dr. Ed. (Ed. 331)	B	3	U	W
Michigan State Univ., E. Lansing	Saf. Ed. (HPR 407)	A	3	U-G	F, W, S
	Dr. Ed. & Traf. Saf. I (Ed. 429F)	B	3	U-G	F, W, S
	Dr. Ed. & Traf. Saf. II (Ed. 429G)	B	3	U-G	F, S
	Seminar in Traf. Ed. (T.E. 527)	A	3	G	S
	Personality Factors in Driving (Ed. 443)	A	3	U-G	W
Univ. of Michigan, Ann Arbor	Methods & Mats. in Dr. Ed.	B	2	U-G	F, S
Wayne State Univ., Detroit	Dr. Ed. & Traf. Saf.	B	2	U-G	F, S
	Saf. Ed.	B	2	U-G	F
MINNESOTA					
Concordia College, Moorhead	Dr. Ed. (494)	B	2	U	S
Mankato State College	Dr. Ed.	B	3	U	F, W, S
Moorhead State College	Dr. Ed. Instructor's Course	B	4	U	F, S
St. Cloud State College	Dr. Ed. (490)		4		F, S
	Saf. Ed. (305)		2	U	F
MISSISSIPPI					
Mississippi College, Clinton	Adv. Dr. Ed. & Traf. Saf.	A	3	U	F
Mississippi Southern College, Hattiesburg	Saf. Ed. (H. 135xx) (435xx)	B & A	2	U-G	F, W
	Saf. Ed. (H. 135x)	B	2	U	F, W, S
	Dr. Ed. (H. 137)	B	4	U	F, W, S
	Dr. Ed.	B	3	G	W
	Psy. of Acc. Prev. & Saf. Ed.	A	3	G	W
New York University	Dr. Ed. & Traf. Saf. I—(1, 2, 3) (118.176, 276, 376)	B	1, 2, 3	U-G	F
	Principles of Acc. Prev. (118.83)	B	2	U-G	F
	Org., Adm. & Supvr. of Saf. Ed. (218.75, 78)	A	3	G	F, S
	Independent Study in Saf. Ed. (218.1, 2, 3, 4)	A	3	G	F, S
	Field Experiences for Specialists in Saf. Ed. (218.95, 96)	A	3	G	F, S
	Psy. in Saf. Ed. & Acc. Prev. (235.171)	A	3	G	F
	Thesis Seminar in Saf. Ed. (318.3, 4)	A	3	G	F, S
	Current Literature & Res. in Saf. Ed. & Acc. Prev. (218.55)	A	3	G	F
	Dr. Ed. & Traf. Saf. II (218.8)	A	3	G	S
	Gen. Saf. Ed. (218.375)		3	G	S
	Ind. Applications of Saf. Ed. (218.80)		3	G	S
State Univ. of Albany	Methods & Mats. in Dr. Ed.	B	2	U	F, S
	Student Teaching in Dr. Ed.	B	2	U	F, S
State Univ. of Buffalo	Dr. Ed.	B	3	U	F, S
	Saf. Ed.	B	3	U	F, S
State Univ. of Cortland	Saf. Ed. (HP202A)	B	1	U	F, S
State Univ. of New Paltz	Seminar in Traf. Saf. Ed.	A	3	G	S
State Univ. of Potsdam	Saf. Procedures & First Aid (P.E. 400)		2		F, S
NORTH CAROLINA					
North Carolina State College, Raleigh	Dr. Ed.	B	3	U	S
NORTH DAKOTA					
State Teachers College Mayville	Saf. Ed. (P.E. & A321)	B	1	U	F, W
State Teachers College, Valley City	Dr. Ed. (360)	A	3	U	S
OHIO					
Bowling Green State Univ.	Dr. Ed. (HPE 362)	B	2	U	F, S
Miami Univ., Oxford	Dr. Ed. & Saf. (IAE 368)	B	3	U	F, S
Ohio State Univ., Columbus	Teaching of Dr. Ed. (Ed. 547)	B	3	U	F, W, S
Wittenberg Univ., Springfield	Dr. Ed. (HPE 350)	B	2	U	F, S
OKLAHOMA					
Northeastern State College, Tahlequah	Dr. Ed. (403)	B	3	U-G	F, W, S
	Saf. Ed. (412)	B	3	U-G	F, W, S
Univ. of Oklahoma, Norman	Saf. Ed. Mats. & Methods (Ed. 294)		2	U-G	S
OREGON					
Univ. of Oregon, Eugene	Basic Dr. Ed.	B	3	U	S
	Gen. Saf. Ed.		3	U	S

MISSOURI

Central Missouri State College, Warrensburg	Basic Dr. Ed.	B	3	U	F
	Saf. Ed.	B	3	U	W
	Adv. Dr. Ed.	A	2	U	S
Northwest Mo. State College, Maryville	Basic Dr. Ed.	B	2	U	F
	Saf. Ed.	B	2	U	S
	Adv. Dr. Ed.	A	3	U	S

MONTANA

Eastern Montana College, Billings	Personal H. & Saf. Ed. (H102)		3	U	F, W, S
Rocky Mountain College, Billings	Saf. in Sports	B	2	U	F
	Dr. Ed. & Traf. Saf.	B	2	U	S

NEBRASKA

Nebr. State Teachers College, Kearney	Gen. Saf. Ed.	B	3	U	F, S
	Traf. Saf.	B	3	U	F, S
Nebr. State Teachers College, Peru	Dr. Ed. (1A337)	B	3	U	F
	Saf. Ed. (1A338)	B	3	U	S
Nebr. State Teachers College, Wayne	Gen. Saf. Ed.	B	3	U	F
	Org. & Adm. of Saf. Ed.	A	3	U-G	S
	Traf. Saf. Ed.	B	3	U	S
Univ. of Nebraska, Lincoln	Ind. Saf. (Mec. Eng. 37c)	B	3	U	F
	Teaching Dr. Ed. in Sec. Schs. (Sec. Ed. 143)	B	3	U	S

NEW HAMPSHIRE

Keene Teachers College	Dr. Ed.	B	3	U	F, S
	Saf. Ed.	B	3	U	F

NEW JERSEY

Fairleigh Dickinson Univ., Rutherford	Phys. Ed. & Saf. in Elem. Schools	B	3	U	S
Montclair State College, Upper Montclair	Methods & Mats. in H. E. & Saf.	B	2	U	F
	Dr. Ed.	B	3	U	F

NEW MEXICO

New Mexico Highlands Univ., Las Vegas	Dr. Ed. (P.E. 426)	B	3	U-G	S
New Mexico Western College, Silver City	Gen. Saf. (Saf. Ed. 410)	B	2	U-G	F
	Basic Dr. Ed. (Saf. Ed. 412)	B	2	U-G	F
	Facilities for P.E., Rec. & Saf. (P.E. 490)	A	3	U-G	F
	Methods & Mats. in Saf. Ed. (Saf. Ed. 411)	A	3	U-G	S

NEW YORK

Brooklyn College	Saf. & First Aid	B	3	U	F, S
	Dr. Ed.	B	3	U	F, S
	Saf. Ed. in the Schools	A	3	G	F
Columbia University	Adv. Dr. Ed.	A	3	G	F
	Professor's Seminar	A	1	G	F
	Dr. Ed.	B	3	G	F
	Seminar in Probs. of Saf. Ed.	A	3	G	W

PENNSYLVANIA

Clarion State College	Dr. Ed.	B	3	U	F, S
	Org. & Adm. of Saf. Ed.	B	3	U	F
	Mats. & Methods for Teaching Saf. Ed.	B	3	U	S
Geneva College, Beaver Falls	Dr. Ed. (301)	B	3	U	F, S
	Saf. Ed. (302)	B	3	U	F
	A-V Aids in Saf. Ed. (303)	A	3	U	S
	Org. & Adm. of Saf. Ed.	A	3	U	S
Indiana State College	Intro. to Saf. Ed.				F, S
	Methods & Mats. in Saf. Ed. in Sec. Schools				S
Kutztown State College	Psy. of Acc. Prev.	B	3	U	S
Lebanon Valley College, Annville	H. & Saf. Ed. (Elem. Ed. 43)	B	3	U	S
Lincoln Univ.	Care & Prev. of Injuries, Conditioning & Tng. (305)	B		U	F
	Saf. Ed. (207)	B		U	F
Lock Haven State College	Org. & Adm. in Saf. Ed.		3	U	F
	Dr. Ed.		3	U	F, S
	Gen. Saf. Ed.		3	U	S
State College, Millersville	Gen. Saf. Ed. (Ed. 41)	B	3	U	F
	Hwy. Saf. & Dr. Ed. (Ed. 42)	B	3	U	F
	Org. & Adm. of Saf. Ed. (Ed. 43)	B	3	U	F
Slippery Rock State College	Hwy. Saf. Ed.	B	3	U	F
	Gen. Saf. Ed.		3	U	F
State College, Cheyney	Org. & Adm. of Saf. Ed.		3		F
State College, E. Stroudsburg	Org. & Adm. of Saf. Ed.	B	3	U	F
	Hwy. Saf. & Dr. Ed.	B	3	U	F
	Intro. to Saf. Ed.	B	3	U	S
	Mats. & Methods in Saf. Ed.	B	3	U	S
State College, Indiana	Gen. Saf. Ed. (HPe 251)	B	3	U	F, S
	Dr. Ed. (HPe 252)	A	3	U	S
	Methods & Mats. in Saf. Ed. (HPe 253)	A	3	U	S
Temple Univ., Philadelphia	Methods & Mats. in Saf. Ed. (146e)				F
	Adv. Saf. Ed. (149e)				F
	Org. & Adm. of Saf. Ed. (148e)				S
Univ. of Pittsburgh	Gen. Saf. Ed.	B	3	G	F
	Psy. of Acc. Prev.	B	3	G	S
Wilkes College, Wilkes-Barre	Dr. Ed. & Traf. Saf. in Sec. Schools (Saf. I)	B	3	U	F
	Mats. & Methods of Teaching Saf. in Sec. Schs. (Saf. III)	B	3	U	F
	Mats. & Methods of Teaching Saf. in Elem. Schs. (Saf. II)	B	3	U	S
	Org. & Adm. in Saf. Ed. (Saf. IV)	B	3	U	S

SOUTH CAROLINA

S. C. State Col., Orangeburg	Basic Dr. Ed. (340)	B	3	U-G	F, S
Winthrop College, Rock Hill	Safety				S

SOUTH DAKOTA

Northern State Teachers College, Aberdeen	Methods in Dr. Ed. (Ed. 442W)		3	U	S

College - City	Course Title	Basic(B) Adv (A)	Credit Hours	Underg(U) Grad (G) Both(U-G)	Quarter or Semester
Southern State Teachers College, Springfield	Dr. Ed. (Ed. 48)				S
TENNESSEE					
Carson-Newman College, Jefferson City	Saf. Ed. & First Aid (H. 433)	A	3	U	F
David Lipscomb College, Nashville	Saf. Ed.	B	3	U	F
East Tenn. State College, Johnson City	Saf. Ed. & First Aid (203)	B	3	U	F, W, S
	Adv. Saf. Ed. & First Aid (413)	A	3	U	F, W, S
Knoxville College	Dr. Ed. (Ed. 430)		2	U	F, S
Lane College, Jackson	Saf. Ed.		3	U	S
Lincoln Memorial Univ., Harrogate	First Aid & Saf. Ed. (H.E. 213)	B	3	U	S
Martin College, Pulaski	Saf. Ed. & First Aid	B	3	U	S
Middle Tenn. State College, Murfreesboro	First Aid & Saf. Ed.	A	3	U-G	F, S
Univ. of Chattanooga	Saf. Ed. & First Aid		3	U	S
TEXAS					
A.&M. College of Texas, College Station	Ind. Saf. (Ind. Ed. 328)	B	3	U	F
	Dr. Ed. (427)	B	3	U	F, S
	Adv. Ind. Saf. (Ind. Ed. 438)	A	3	U-G	S
	Dr. Ed. (Ind. Ed. 685)	B	3	G	S
Abilene Christian College	Intro. to Saf. Ed. (P. Ed. 347)	B	3	U	F, S
	Dr. & Traf. Saf. Ed. (P. Ed. 389)	A	3	U	F, S
No. Texas State Col., Denton	Dr. Ed. (P.E. 440)			U-G	F, S
	Gen. Saf. (P.E. 157)			U	F
	Inst. F. A. & Saf. (P.E. 358)			U	F, S
	F. A. & Saf. (P.E. 257)			U	F, S
Sam Houston State Teachers College, Huntsville	Teaching Saf. Ed. in Sec. Schs.	A	3	U-G	F, S
	Teaching Saf. Ed. in Elem. Schs.	A	3	U-G	F, S
	Dr. Tr. Ed.	B	3	U	F, S
Sul Ross State Col., Alpine	Saf. Ed. & First Aid	B	3	U	F
	Dr. Ed.	A	3	U-G	S
Univ. of Corpus Christi	Content & Mats. in Saf. Ed.	B	3	U	F
	Techniques of Dr. Tng. & Testing	B	4	U	S
	Ind. Saf.	A	3	U	S
Univ. of Houston	Dr. Ed. & Traf. Saf. (HED 439A)	A	3	U-G	F
	Org., Adm. & Supvr. of Saf. Ed. (HED 639)	A	3	U-G	F
	First Aid & Saf. (HED 339)	A	3	U-G	F
	Methods of Teaching Dr. Ed. & Traf. Saf. (HED 439B)	A	3	U-G	F

College - City	Course Title	Basic(B) Aav (A)	Credit Hours	Underg(U) Grad (G) Both(U-G)	Quarter or Semester
UTAH					
Brigham Young Univ., Provo	Saf. Ed. (H. 325)	A	2	U	F
	Dr. Ed. Planning (H. 444)	A	2	U-G	F
	Dr. & Traf. Ed. (H. 445)	A	4	U-G	F
	Dr. Ed. Lab.	B	1	U	F
Univ. of Utah, Salt Lake City	H. Ed. (150R)	B	5	U-G	F, S
	H. Ed. (151R)	A	4	U-G	W
	H. Ed. (154R)		4	G	W
	H. Ed. (143)		3	U	W
Utah State Univ., Logan	Dr. Tng. (IE 13)	B		U	F
	Dr. Ed. & Traf. Saf. (IE 113)	A		U	F
	Gen. Saf. Ed. (IE 118)	A	3	U	F
	Prob. in Dr. Ed. & Saf. (IE 114)	A	4	U	W
Weber College, Ogden	Dr. Ed. (40)	B	2	U	F, W, S
	Ind. Saf. (81)	B & A	1	U	F, W, S
VERMONT					
Middlebury College	Saf. in Phys. Ed.	B	3	U	F
VIRGINIA					
Bridgewater College	Safety	B	3	U	S
Emory & Henry College	Saf. Ed.	B	3	U	F
Lynchburg College	Saf. & First Aid (P. E. 277)	B	3	U	F
	Dr. Ed. (P. Ed. 275)	B	3	U	S
Roanoke College, Salem	Saf. Ed. & First Aid	B	3	U	S
Univ. of Va., Charlottesville	Principles of Phys. Ed. & Saf. (P. E. 74)	B	3	U	S
	Dr. Ed. & Traf. Saf. (P. Ed. 168)	B	3	U-G	S
Westhampton Col., Richmond	Safety (P. Ed. 319)		2		F
WASHINGTON					
Eastern Washington College, Cheney	Saf. Ed. (416)		3	U-G	F, W, S
	Dr. Ed. for Teachers (Ed. 477)		3	U-G	F, W, S
Washington State Univ., Pullman	Ind. Arts (334)		2	U	F
Western Washington College, Bellingham	Dr. Ed. for Instructors		3	U	F, S
WEST VIRGINIA					
Shepherd Col., Shepherdstown	Saf. Ed.		2		S
West Liberty State College	Saf. Ed. (Ed. 330)	B	2	U	F
WISCONSIN					
Univ. of Wisconsin, Madison	Probs. & Mats. in Dr. Ed.	B	3	U-G	F, S
	Probs. & Mats. in Saf. Ed.	B	3	U-G	F, S
Wisconsin State College, River Falls	Saf. Ed. for Saf. Supvrs. (S.E. 116)	B	3	U	F
	Dr. Ed. (S.E. 117)	B	3	U	W
	First Aid & Saf. (S.E. 100)	B	3	U	W, S
	Adv. Dr. Ed. (S.E. 118)	A	3	U	S
Wisconsin State College, Stevens Point	Saf. Ed. (Ed. 234)	B	3	U	F
	Dr. Ed. (Ed. 209)	B	3	U	S

They Gave Themselves More Work

from page 22

include "in cooperation with physical education supervisor."

A most valuable comment suggested changing "Prepare for safety awards for schools with best record," to "Challenge schools to improve upon their own records." This supervisor emphatically pointed out that more is gained by improving a school's record than comparing that school to others. The comparison might be unfavorable with schools which have more and newer facilities for safety.

For June a "schools closed campaign" was outlined to help prepare children for their responsibilities at home and on vacation. The need for knowing safety rules is great during this period of much greater activity and greater exposure to danger.

We were especially pleased to hear one supervisor indicate that he planned to place the article "Supervisors Set Up Schedule" under his blotter to check-up on his own activities during the coming school year. This indeed was high praise for the effectiveness of Stack's article, as this supervisor is in a school system serving a city of more than 1,000,000 population. We hope the original and this supplementary article also reach the "under-blotter" department of many supervisors over the nation●

In effect, this article was the work of many authors —those responding when we asked for help in expanding the excellent original article. We'd like to give credit to the following persons: Jack Allen—Decatur, Ill., Frank Bennett—Baltimore, Norman Borgerson—Michigan, Ben Delello—Johnstown, Pa., James Hall —North Carolina, R. W. Jones—Keokuk, Iowa, Dalibor Kralovec—Philadelphia, Charles Lemmel—Delaware, Helen Manley—University City, Mo., Orlo Miller—Wis., Chester O'Hanlon—Denver, Mary Rappaport—New York State, H. G. Richardson—Maine, Emerson Russell — Syracuse, George Silverwood — Green Bay, Wis., Roy Walter—W. Va., and Cecil Zaun—Los Angeles.

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WRITE FOR 1961 SAFETY PATROL CATALOG

SAMPLES PROMPTLY SUBMITTED UPON REQUEST

Conney Products Co.
FOND DU LAC, WIS.

Editorial

1960 Safety Party Platform

WHILE pundits and politicos of the other two parties make sweeping promises to everyone in the country, our Safety Party can't. We can't promise labor an end to industrial accidents. We can't win the farm vote with a hearty, "We'll eliminate all surplus tractor hazards." And we refuse to compromise on the school issue—all children must learn the principles of safe living. Lacking promises for all, we remain non-partisan in the presidential race (we don't even have a candidate!).

Although we can't promise anyone—we can challenge them. We take a firm and unyielding stand when we say that most accidents can and should be eliminated. To this end we pledge our will, energies and resources. Our platform and resolutions are devoted to the wellbeing of America's people—and especially her children.

EDUCATION—We pledge ourselves to initiate curricula in our schools which will educate our children for safe living. Recognizing the limitations of youngsters to grasp safety principles, we shall protect them when necessary and guide them when practicable.

We shall place accident prevention teachings in a natural, realistic environment by using every opportunity in every school course to integrate safety concepts into daily living. We shall provide our students with learning experiences, such as school safety patrols, student safety councils, driver education, group discussions and projects, to further their understanding and enrich their knowledge.

DEFENSE—To keep our school strong and maintain our ability to survive "surprise attacks" from fire or other emergencies, we shall conduct monthly exit drills. Our school will provide "blocked exits" and other weapons to help its students develop the skills and attitudes to meet new situations. Our defense will not end there. The Safety Party will explore new methods and conduct safety testing until our children can defend themselves against all emergencies both in and out of school.

FOREIGN POLICY—Realizing that in the years to come other schools and agencies will look to us for leadership, our teachers and administrators will offer their technical guidance to all safety efforts. We shall work closely with parents' groups to expand safety teachings into the homes. We pledge vigorous support to all city or state groups developing accident prevention programs, campaigns and legislation. Our staff will encourage stepped up research in accident prevention and will lend intellectual stimulation to all studies.

DOMESTIC POLICY—We shall insure the best possible learning environment for our students, by making our schools symbols of safe places to live. To this end, we shall conduct periodic inspections followed by immediate correction of all suspected as well as known physical hazards.

These are the proposals pledged by the Safety Party of 1960. With the support of all teachers, administrators and school personnel these challenges can meet success so that our children will enjoy the happy and safe life guaranteed them in our democratic society●

nnm

Late Bulletin:

At press time we learned that the academic world has lured two staff men from NSC's school and college department—Charles A. French and Ivan Eland.

Leaving his position as staff representative of the safety education supervisors section, Charles French will resume—as he calls it—"his first true love." French resigned as of Sept. 1 to take up a position on the staff at Main West High School in Des Plaines, Ill., as a teacher of social studies.

Eland, staff representative of the driver education section, begins Sept. 1 as director of safety at Iowa State Teachers College, Cedar Falls. His new position will include teaching, supervising research and field service work among schools throughout Iowa.

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Cair Cap SCHOOL SAFETY PATROL HELMET*

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Motorists just can't miss seeing the Cair-Cap school safety patrol helmet. Its eye-catching color and distinctive styling make crossing guards more visible—makes them easier to identify—*from a much greater distance* than any other item of the patrol uniform. Even in rain, snow, dusk or fog, drivers receive greatly increased warning to "watch out for children."

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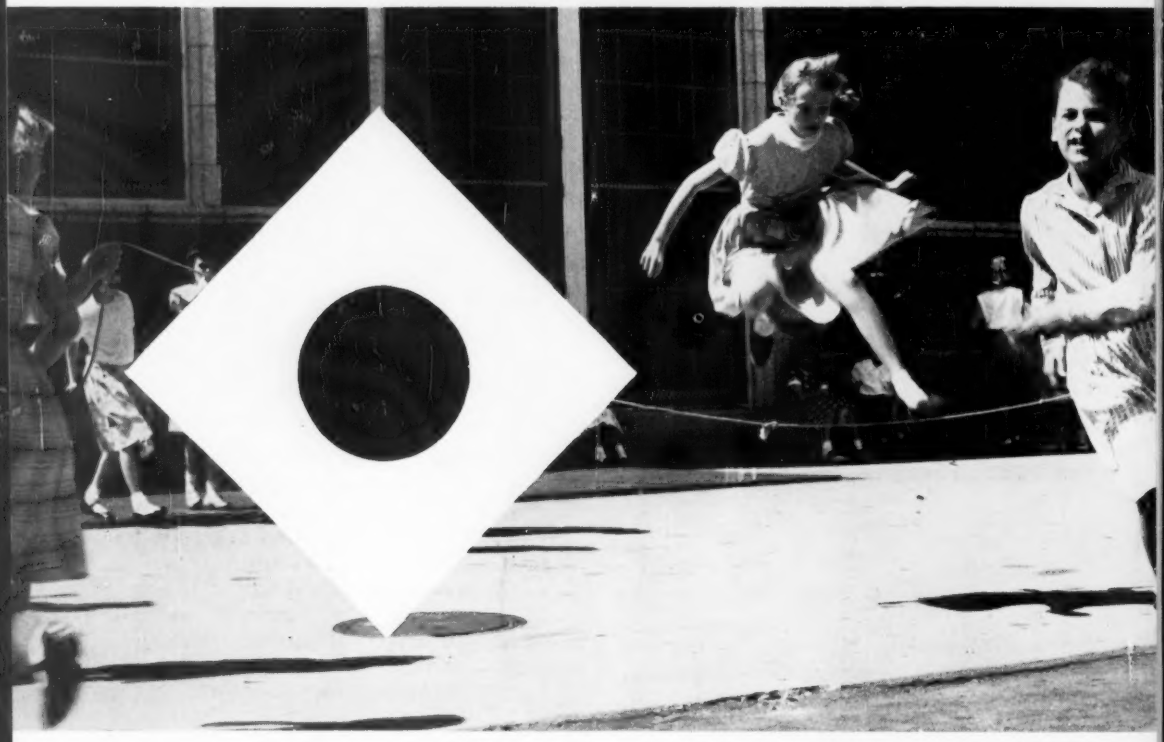

The theme of the 1960 National Safety Congress is SAFETY EVERYWHERE . . . all the time. What does this theme mean to you as educators? Everywhere . . . all the time means literally what it says . . . that safety is a 24 hour job . . . safety education everywhere—for home, play, and school—all the time. For as accidents know no boundaries, neither should safety. Join the hundreds of school administrators, teachers and safety authorities who will gather in Chicago for the week of October 17 to 21. Join with them in studying and sharing experiences in many phases of safety education. The School and College sessions of the 1960 National Safety Congress are held at the Hamilton Hotel and include lectures, panel discussions, and informal get-to-gethers. Many problems of special interest to educators will be discussed under conditions advantageous for getting and giving ideas. Come and help us make safety everywhere . . . all the time.

For complete information on the program and hotel reservations write: School and College Dept., National Safety Council, 425 N. Michigan Ave., Chicago.

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